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ABSTRACT

This packet contains information and materials for conducting a training workshop for working with adults who are developmentally disabled. The materials are specifically designed to train volunteer teachers in the College for Living (CFL) program, which supplements residential programs in and around Denver and aids institutions in orienting institutionalized persons to eventual integration into the community. Following a workshop agenda (section 1), section 2 provides job descriptions of CFL staff. Section 3, Requirements for Teaching in the CFL, contains a list of requirements, sample instructor materials, and management and first aid suggestions. The fourth section briefly discusses the history, present, and future of developmental disabilities. A list of definitions and a series of articles comprise section 5, on definitions and philosophies. The largest section, section 6, deals with teaching materials and techniques. It contains model lesson plan formats and articles on curriculum development, learning theory, instructional material selection and adaptation, instructional and performance objectives, role play, teaching reading to adults, classroom management, and teaching strategies and methods of instruction. Section 7, Taking Care of You, The Volunteer, includes materials dealing with assertive behavior and management skills. (A curriculum guide for fourteen courses and individual course guides are available separately. See note.) (YLB)

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METRO COLLEGE FOR LIVING

WORKSHOP PACKET

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THE COLLEGE FOR LIVING

Metropolitan State College
Denver, Colorado 80204

METRO COLLEGE FOR LIVING

WORKSHOP PACKET

by

Alice Roelofs Kreps

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I. WORKSHOP AGENDA

WHAT SHOULD BE COVERED IN
A TRAINING WORKSHOP FOR
WORKING WITH ADULTS
WHO ARE DEVELOPMENTALLY DISABLED

WORKSHOP AGENDA

A workshop on Reaching the Adult Who is Developmentally Disabled should cover the following items.

Step 1:

- History of D.D.: Who, What, Why?
- Present: Who, What, Why?
- Future: Who, What, Why?
- Philosophy
- Definitions: general

Step 2:

- Writing a syllabus
- Lesson Plans
- Specific Objectives
- Team Teaching
- Evaluation, Accountability

Step 3:

- Who are the D.D.?
  - MR, CP, Epilepsy
- Specific Techniques
- Visitation of group homes, institutions, workshops and nursing homes

Step 4:

- Difference between handicap and disability
- Take on a disability for a day
- Sensitivity Training

Step 5:

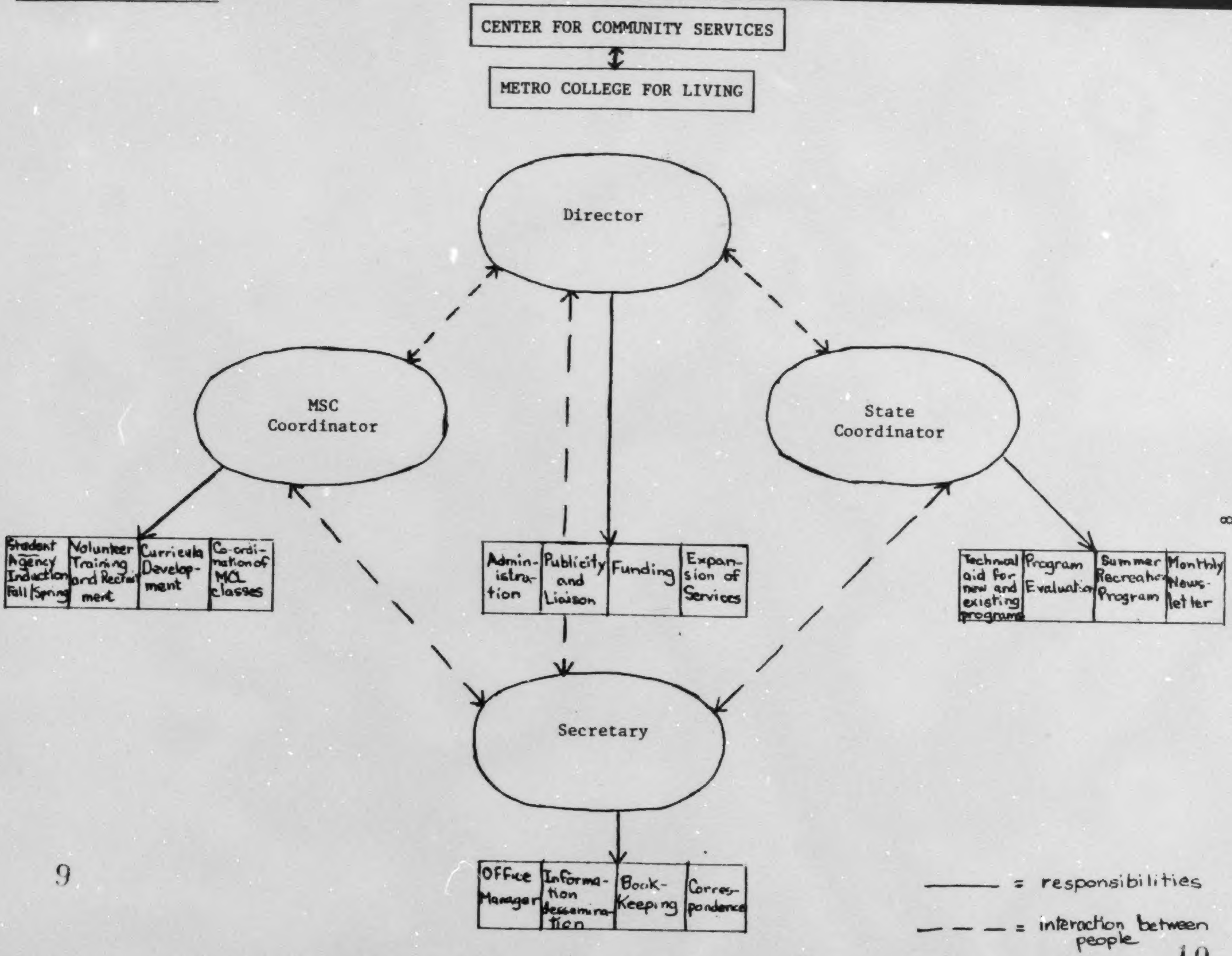
Specific Techniques:

- Experiential Learning
- Role Play
- Seizure, Bathrooming, and Feeding Procedures:
- First Aid
- Assertiveness Training

II. MCL JOB DESCRIPTIONS

8

ORGANIZATIONAL CHART


CENTER FOR COMMUNITY SERVICES
METRO COLLEGE FOR LIVING
Director
MSC Coordinator
State Coordinator
Secretary
Student Agency Induction Fall/Spring
Volunteer Training and Recruitment
Curricula Development
Co-ordination of MCL classes
Administration
Publicity and Liaison
Funding
Expansion of Services
Technical aid for new and existing programs
Program Evaluation
Summer Recreation Program
Monthly News-letter
Office Manager
Information dessemination
Book-Keeping
Correspondence
= responsibilities
= interaction between people

DIRECTOR

Job Description: handles administration, publicity and liaison, funding, and expansion of services.

PROGRAM COORDINATOR

Job Description: plans, manages, implements College for Living concept. Develops courses, curricula and structure of program. Manages and oversees running of classes each semester, trains volunteers, supervises student interns to insure overall quality term.

STATE COORDINATOR

Job Description: provides technical aid for new and existing programs, compiles program evaluation each semester, oversees summer recreation program, composes monthly newsletter.

SECRETARY

Job Description: office manager, disseminates program information, maintains bookkeeping system, handles correspondence.

NIGHT COORDINATOR MCL

Job Description:

Pre-requisite: To teach one course in the CFL.

I. Liaison person between volunteer teachers and staff one night a week.

II. Represent teachers at weekly meetings.

III. Be available evenings to aid teachers with problems during class time for special needs.

IV. Oversee Classes

   A. Teachers are present; classes in session
   B. Students in appropriate classes
   C. Evaluate teachers wanting credit

V. Obtain equipment, films, and other aids from Instructional Resource Center or other available sources.

VI. Aid and support teachers who have special needs, ideas, problems, conflicts and successes.

VII. Obtain required paperwork from teachers:

   A. Syllabus
   B. Weekly reports
   C. Student evaluation
   D. Other necessary paperwork

VIII. Work directly with Program Coordinator.

MCL VOLUNTEER TEACHER

Job Description:

I. Team teach one course (13 weeks) 2 hours one night a week.

II. Attend teacher meeting 1/2 hour before class each week.

III. Write syllabus of intended course.

IV. Complete weekly logues and turn in to supervisor.

V. Regard student as an adult.

VI. Evaluate each student.

VII. Attend two in-service training sessions each teaching term.

VIII. Fill out volunteer feedback form.

IX. Sign Conduct form.

X. Take volunteer training workshop.

STUDENT IN PRACTICUM POSITION

Job Description:

Pre-requisite: Teach one term in CFL.

I. Teach two MCL classes for one term.

II. Obtain media and materials for other teachers when asked by night coordinators.

III. Aid teachers in development of teacher-made materials.

IV. Help Program Coordinator develop curricula.

V. Write weekly logues about MCL experience.

VI. Alert Program Coordinator to any problems which may arise during term.

CONSULTANT INSTRUCTORS

Job Description:

I. Guide and teach MCL volunteer teachers in planning and implementation of MCL classes.

II. Teach Lesson Plans and Objectives in Workshop: Reaching the Adult Who Is Handicapped.

III. Spend two evenings a week for one semester evaluating teachers, giving constructive aids for growth and creativity.

IV. Work directly with Program Coordinator on grading and evaluating volunteer teachers.

V. Work with Program Coordinator with training of volunteers.

VI. Work closely with Night Coordinators to ensure smooth running of classes.

VII. Alert Program Coordinator to any problems.

VIII. Work closely with volunteer teachers and State Coordinator to ensure completion of proper Student and Class Evaluation Forms.

STUDENT INTERN

Pre-requisite: Teach in MCL one term.

I. Aid Program Coordinator in planning and implementation of school term, i.e. classroom space, induction of students and recognition ceremony.

II. Conduct individual teacher meetings with volunteers.

III. Aid in training of volunteers in week-long workshop and in in-service workshops during the term.

IV. Write weekly logue for Program Coordinator on week's activities, observations and growth.

V. Attend staff meetings.

VI. Work closely with Night Coordinators to ensure

VII. Alert Program Coordinator to any problem.

III. REQUIREMENTS FOR MCL

Metropolitan State College

INTERMEMO

TO: Teachers

FROM: Alice Roelofs K[illegible] ark

RE: Requirements for Teaching in the College for Living

I. Paperwork

- A. Co-teachers write syllabus of 13 weeks (one liner of objective and subject matter for each week).
- B. A short survey of Volunteer Teachers form is handed out at the first teacher ' meeting.
- C. The 1st, 6th and 12th week the co-teachers fill out student evaluation with each student. Any problems or questions contact Jan Black.
- D. Each week a one page log of what happened in class must be filled out and handed in. (Forms are in office.) This helps you and us.
- E. Once a semester, Jan asks a few of your students (randomly) to help us evaluate your class. Their feedback will be compiled and given to you.
- F. Volunteer Feedback: You have an option of either an interview with me or filling out a form on the program. This helps me improve the existing program and it lets me get to know you better.
- G. Incident reports should be given to Alice or the Night Coordinator ASAP (Forms available in office for behavior problems, lost students, etc. When in doubt contact night coordinator.)

II. Action Teach 6:30 - 9:00 one night a week

- A. Teach a 13-week class, 6:45 - 8:15, **Tuesday or Wednesday evenings.**
- B. Observe and facilitate students in socialization time 8:15 - 8:45.
- C. Meet with Night Coordinator in College for Living office 6:30 - 6:40 before every class period to receive announcements, take care of paperwork, etc.
- D. After class from 8:45 - 9:00, you are to stay to see that your students leave for home successfully.
- E. Attend 2 teacher meetings a semester.

1006 11th Street Denver, Colorado 80204

SAMPLE SYLLABUS

Dee Kreibaum
teacher

HSW 311 Human Services for Handicapped Persons

SYLLABUS FOR Understanding Oneself

OBJECTIVES

1. To establish a concept by letting the student know he is an individual.

2. To let the student express himself through creative means.

3. To help the student relate his feelings and needs and to relate to others.

4. To give the student a chance to learn about himself and others.

WEEK 1--September 14--INTRODUCTION

1. Goals and Objectives of the course.
2. Getting to know names.
3. Biography - Pre-post test (from books).

WEEK 2--September 21--BODY AWARENESS (FROM BOOK) PART I

1. Identifying different parts of the body through a written exercise.
2. Labeling parts of the body.
3. Playing a game by pointing to a specific part such as the head (might even use the song Alouette only sing it in English).
4. Using pictures to point out parts of the body.

WEEK 3--September 28--BODY AWARENESS (FROM BOOK) PART II

1. Distinguishing different parts of the body.
2. Identifying pictures of men and women in magazines.
3. Drawing pictures of someone we know and telling a story about that person.

WEEK 4--October 5--FINDING OUT WHO WE ARE

1. Identifying oneself (from book).
2. Record each student's voice.
3. Play back and let each student identify their voice.
4. How do we feel when we are happy, sad, angry, lonely--how do we express fear, joy, love, etc.
5. Student can express this by making certain gestures such as an angry face.

WEEK 5--October 12--SELF IDENTITY

1. Remembering names of others.
2. Student will write and pronounce his name correctly.

WEEK 6--October 19--LEARNING ABOUT THE SENSES

1. Using textures to see how they feel and using a tape of noises.
2. Identifying them.
3. Using colors.
4. Perhaps a field trip to a garden.

LEARNING WHAT THE SENSES DO--PART I

WEEK 7--October 26--EXERCISE

1. Why is it important?
2. Some routine exercises and yoga exercises (from book).
3. Discussion of physical fitness.
4. Draw pictures of activities.

WEEK 8--November 2--EXERCISE PART II

1. Learning about exercise to the beat of music.
2. Expressing yourself through music such as walk-prance-or clap to music or beat of drums.
3. Listening to the music.
4. Respond to the beat of music.
5. Modern dance.

WEEK 9--November 9--EMOTIONS

1. Concept of non-existing communication.
2. Non-verbal messages.
3. Expressing them.
4. Discussing facial expressions.
5. Discussing emotions.
6. Drawing pictures.
7. Exercise - how do you feel (from book).

WEEK 10--November 16--CREATIVITY

1. Expressing creativity.
2. Acting out actions of creativity.

    Painting - drawing
    Creative writing
    Acting — Freedom of choice
    Physical fitness

WEEK 11--November 23--NO CLASS--THANKSGIVING

WEEK 12--November 30--VALUES

1. Values clarification.
2. Discussion of values.
3. Written exercise on values.
4. Identifying values.
5. Role playing situation.

WEEK 13--December 7--SOCIAL SKILLS

1. Discussion of social situation.
2. Role playing different situations.

WEEK 14--December 14--VOCABULARY

1. What certain words learned in class.
2. Vocabulary exercise.

METRO COLLEGE FOR LIVING

Survey of Volunteer Teachers

1. Sex: _____

2. Age: _____

3. Employed: Full-Time _____ Part-Time _____ No _____

4. Student: Full-Time _____ Part-Time _____ No _____

5. Do you currently attend Metropolitan State College? _____ If no, did you ever attend MSC? _____

6. Education completed: Doctorate _____ Masters _____
   4 years college _____ 2 years college _____
   1 year college _____ high school _____
   less _____

7. Volunteer Work Elsewhere: More than 5 hrs/wk _____
   1 - 5 hrs/wk _____
   None _____

8. Number of terms taught in College for Living, including this one:

_____	_____	_____	_____	_____	_____	_____
1	2	3	4	5	6	more than 6

9. Did you ever volunteer in the MCL summer recreational program (e.g. camp, river rafting, etc.)?

10. Words of wisdom or wit for person compiling survey results:

WEEKLY LOGUE

Name of Class

Teachers

Date

Week's Objective/Goal:

Procedure:

Materials:

Evaluation of Class:
What worked?

What didn't work?

Why?

Evaluation of Self:

Volunteer Hours:

22

____________________ DATE

____________________ SIGNATURE (optional)

VOLUNTEER FEEDBACK FORM

We need your help again--your ideas to help us improve the College for Living. Please give us the benefit of your frank opinion on these questions. Thank you.

---

1. How long (semesters and/or quarters) have you been in this volunteer program? ____________________

2. What volunteer job(s) have you done in this program (e.g. teaching, night coordinating, summer activity counselor)?

   ____

   ____

3. Where does your volunteer time go in an average month? (Please fill in all the lines as best you can)

   _____ Hours total per month

   _____ Hours with clients per month

   _____ Hours consulting with regular staff per month

   _____ Hours in various volunteer meetings per month

   _____ Hours filling our reports, paperwork per month

   _____ Hours in transportation to and from home per month

4. What are the main reasons you joined up as a volunteer? ____________________

   ____

   ____

5. What are some of the main satisfactions you're getting from your volunteer work now? ____________________

   ____

   ____

6. What are some of the main frustrations? ____________________

   ____

   ____

7. What do you see as some of the good things about this volunteer program now? ____________________

   ____

   ____

8. What do you see as some of the things that could be improved? ____________

____

____

9. Please describe any suggestions you may have on useful new jobs volunteers might fill in this program.______________________________

____

____

10. If you have taken the week-long Teacher Training Workshop offered by this program, what topics have you found most valuable in your volunteer work? ____

____

____

11. Has anyone in the organization ever asked you before what you thought of this volunteer program? (Please check the closest to right for you)

___ No, never directly ___ Once or twice, maybe ___ Many times

12. When your present term of volunteer services is up, do you plan to continue for another term? (Check one, please)

___ Yes, definitely ___ No ___ Undecided at this time

13. Have you recommended joining this volunteer program to any of your friends or family?

___ Yes, definitely ___ General mention, might not have been a strong recommendation

___ No, not really

14. For this volunteer program, would you please rate each of the things below on a scale of 0 to 5, using the following key:

0 = really doesn't exist
1 = exists but poor
2 = fair
3 = average
4 = good
5 = excellent

Training of volunteers in this program: 0 1 2 3 4 5
Acceptance and support of volunteers by staff 0 1 2 3 4 5
Recognition given to volunteers: 0 1 2 3 4 5
Volunteers are trusted to do important things: 0 1 2 3 4 5

15. Any other comments: ______________________________________

____

METRO COLLEGE FOR LIVING

Semester/Year

STUDENT EVALUATION OF TEACHERS AND CLASS

Class:______________________________

Teachers:___________________________

____

____

Students: We need your feedback! Circle your answer(s) to the following and add other answers if you wish. Thank you for helping us improve the Metro College for Living program.

1. What do you like about your teachers?

friendly	give homework
teach things I want to learn	helpful
listen to what I have to say	

other:____

2. How could your teachers improve?

talk more	be more helpful
listen more	give homework
not give homework	

other:____

3. What did you like best about this class?

field trips	guest speakers
things we did as a group	movies
things I did as an individual	

other:____

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5. What do you like about the Metro College for Living program?

the college campus

the chance to meet other people

I can choose what I want to learn

I can learn more

Recognition Certificates

other:____

6. How could the Metro College for Living program be better?

offer better classes

make classes larger

make the semester longer than 13 weeks

make the semester shorter than 13 weeks

get better teachers

make classes smaller

other:____

COLLEGE FOR LIVING
east campus
Metropolitan State College 1006 11th Street Box 9 Denver, Colorado 80204 303-629-2917

INCIDENT REPORT

Date ____________________

Time ____________________

Class ____________________

Instructor ____________________

Who ____________________

What ____________________

____

____

Where ____________________

Why ____________________

____

____

Solution/
Resolution ____________________

____

____

read by

Program Coordinator

____

STUDENT AND CLASS EVALUATION

Metro College for Living

Class Title: A. Erning a Living____
B. Typing____

Student:____________________

Teachers:____________________

____

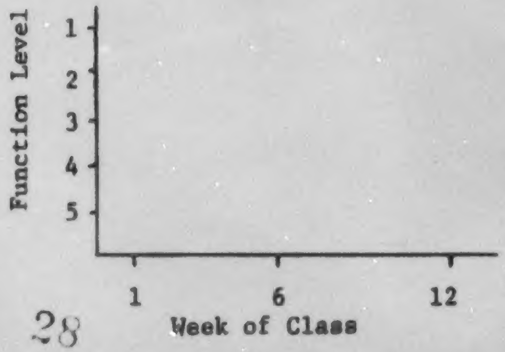
Semester and Year:____________

Objective 1: To facilitate obtaining and maintaining employment or training	Review Dates: Weeks 6 and 12
Content Area (Specific Learning Goal):	Functioning Level Code: 1= Understands or Does Independently 2= Needs Little Assistance 3= Needs Much Assistance 4= Beginning Ability 5= Cannot Do or Understand at All

Beginning Status Description (Week 1):	Function Level:	1 2 3 4 5
Review Status Description (Week 6):	Function Level:	1 2 3 4 5
Final Review Status Description (Week 12):	Function Level:	1 2 3 4 5

Problem Clarification and Relevent Information:

Graph of Progress



PROCEDURES AND POLICIES
OF THE COLLEGE FOR LIVING

I. SUBJECT: CONDUCT OF STUDENTS

A. No drinking of alcoholic beverages during MCL class time.
B. No disruptive behavior in the classroom.
C. Be on time to all events.
D. If money is required for something and you can't affort it talk with the teacher and make arrangements.

II. SUBJECT: CONDUCT OF TEACHERS

A. If you wish to purchase supplies, talk with Night Coordinator or Alice.
B. Consumption of alcoholic beverages during class time is not acceptable.
C. You are a PROFESSIONAL and have the same rights and responsibilities as other MSC personnel.
D. Any incident involving teacher, student, and night coordinators should be noted immediately on an incident report.

FIELD TRIPS

1. Clear with Night Coordinator two weeks in advance. Give details: where, when, who, what, why.

2. Call all students' counselors and alert to off campus activity: Give them details.

3. If students miss transportation home, you are responsible for their safe return.

4. Call homes or residences if students are going to be later than expected.

5. Enjoy yourself.

I have read Procedures and Policies of MCL and understand them fully.

____
Volunteer Teacher

CHECKLIST FOR VOLUNTEER TEACHER

Weekly Logue ________ ________

(Turned into
Office/copy
to professor) ________ ________

________ ________

________ ________

________ ________

________ ________

Syllabus ________

Attendance ________ ________

________ ________

________ ________

________ ________

________ ________

________ ________

Attendance
at Teacher
Meetings
(Vital to communication) ________ ________

Night Co-ordinator's
Evaluation ________
(N.C. has taught before. Has
understanding and can help)

Feedback Form
(To State Co-ordinator at designated time) ________

Student/Class
Evaluation
(To State Co-ordinator
for checking week 1,
6, 12)

Week 1 ________
Week 6 ________
Week 12 ________

Meeting with Program Coordinator
(Beginning , Middle, End
of Semester) ________

____

Teacher Observation Checklist __________

Student evaluation of Teacher __________

Co-teacher evaluation __________

Extra Input __________

REACHING THE ADULT WHO IS HANDICAPPED

Questions for Day of Visitation

How many people who are developmentally disabled serviced?

How many staff members?

Do you see direct contact between staff and client?

Physical Facility:

1. Ambiance?
2. Realistic Mirror of "normal" world?
3. Space - clients, staff/amount and quality?
4. Hygiene and Maintenance

Philosophy of Facility

1. What is it?
2. Does the facility seem to use techniques that support the facility's philosophy? If yes, is the facility functioning successfully and practically?
3. Staff: Are they involved in decision-making, 2) direct contact with client, 3) administration of their ideas, 4) change-implementation?

Client Needs

1. What are they?
2. How did you find out their needs?
3. Are the present facilities (workshop, residence, institution, etc.) adequately meeting clients' needs?

Facility's Function

1. What is it?
2. How is it structured?
3. Is it effective?
4. Program - Implementation

Overall thoughts/questions:

Did you get an overview of a client's life?

What are your feelings both positive and negative about the facilities you visited?

What observations have led you to positive and/or negative feelings about the facilities visited?

What experiences, ideas, philosophies do you have at this time that might influence your conclusions?

METRO COLLEGE FOR LIVING
CHAIN OF COMMAND AND FIRST AID SUGGESTIONS

I. If a problem arises, follow this chain:

1. Discuss with team teacher(s) and person causing behavior problem. Remove from the presence of the rest of the students in class.
2. Ask night coordinator for assistance.
3. If possible and necessary, talk to student's counselor/guardian.
4. Call Auraria Security (629-3271) if the problem is immediate and then Alice Kreps (321-9231).
5. Call ambulance for medical emergency.
6. Within 24 hours, deliver an incident report to the College for Living office.

II. Suggested strategy for handling person who disrupts class with a behavior problem:

1. Remove person immediately from class or the presence of the rest of the students.
2. Discuss the problem with the student on an adult level. Spell out implications:
   a. Disapproval of teachers
   b. Disapproval of peers
   c. Childish behavior not wanted in College for Living program
   d. Continued behavior problem will result in expulsion from College for Living - if another problem arises (2 chances total)
3. Establish a verbal contract with the student. Then student may return to class.
4. Turn an incident report to the College for Living office within 24 hours. Two incidents and reports result in justified expulsion from the program.

III. Epileptic Seizure or Convulsions:

1. Remove potentially harmful objects from reach (includes desks, chairs, etc.) to protect from self-injury.
2. Make person as comfortable as possible - ideally lying down with head on makeshift pillow.
3. Do not force any sort of object between person's teeth or jaws.
4. Keep air passages open if necessary by turning head to the side or rolling person onto stomach.
5. When consciousness returns, let person rest. Be gentle and understanding. Don't cause student any embarrassment.

IV. Helping a Physically Disabled Person: Common Problems (All techniques listed are demonstrated in 5 day workshop for teachers)

FIRST FIND OUT HOW MUCH THE PERSON CAN DO HIM/HERSELF. EACH PERSON IS DIFFERENT. ASK EACH ONE SEPARATELY.

Bathrooming

1. With 2 people push wheelchair in front of seat but enough room to have person standing up. Lock wheelchair. Stand in front of person at an angle. Loop arm under arms and stand them up. Unlock wheelchair and push back. Pivot person around.
2. Open toilet: face the wheelchair on side of toilet and then lift person out; then just pull person around to seat.
   With 1 person same procedure as in number 1. Balance with foot in front. Grab across chest under arms and lift. Bend your knees for your own safety. Some men need urinal.

Menstrual Cycle:

Usually a pad. Change on toilet if needed.

Feeding Physically Handicapped

1. Choking - make sure that their head is straight so that passage is clear. Approach person from behind and wrap your arms under choking victim's arms. Make a fist and grab with other hand. Place fist under middle of ribcage (sternum) and use quick movement toward you.
2. Straws for drinking. Metal spoons and forks because plastic can break.

Sliding Out of Chairs:

Lock chair. Stand behind and grasp under arms and lift straight up with knees bent.

Clothes:

Depends on rigidity. Generally on from front and then over head. They can tell you that.

How to Work a Wheelchair:

Bottom on back piece sticking out to tilt back. Your job is to offer resistance to the movement of the chair for steps on ramps.

Brake should be on any kind of positioning of person.

Seizures in Wheelchair:

If head bent, tilt chair back to keep neck straight and head to the side in laying down position (as close as possible).

IV. HISTORY,
PRESENT,
FUTURE
OF DEVELOPMENTAL DISABILITIES

History, Present and Future of Developmental Disabilities

by Alice Roelofs Kreps

(Special thanks to William A. West, Executive Director of Denver Association of Retarded Citizens and to Frank J. Menolascino's Challenges in Mental Retardation.)

A complex of building in the countryside away from the city with fences surrounding the grounds indicate an institution. An institution is a place where the misfits and the persons who are labeled "unable to cope" reside. The history of developmental disabilities is a bleak one indeed. The present is still grim but there are beginnings of enlightenment and real change is in the making.

The history of people who are mentally retarded, have epilepsy or cerebral palsy is appalling and at times sterile. The first kind of treatment for idiots, imbeciles and spastics was that of exclusion from the normal society. All of the deviations from the norm were labeled "mad" and ostracized. The church was responsible for handling such persons. Medieval persons used the "mad" as scapegoats.

This approach to the handicapped and the criminal existed until well into the 1800's. At this time discrimination between kinds of deviations began to take place. The American Association on Mental Deficiency was founded in 1876.

From this developed a medical or pathological model for research and treatment of the Mentally Retarded. Those people with cerebral palsy were still treated as patients and worthless baggage that society had to bear. People with epilepsy were considered mentally deranged. When mental retardation was viewed as defective minds, a hopeless attitude was adopted. People who were mentally retarded were dangerous. Mental Retardation was hereditary, therefore retardates should not be allowed to marry or have children or live in the community. This attitude has prevailed until the 1960's.

As for those with cerebral palsy - their severe physical limitations dictated isolation from society. Feeding, nursing, and medicating them was sufficient for treatment. The institution on the hill away from the city (developed in Scandinavia because the mind waves of the retarded could infect entire populations - College for Living lecture, Bill West) was still a reality. The institution was supposed to be totally self-sufficient so that even doctors, nurses and aides would not have to leave the premises to affect the normal townspeople.

The label "Mentally Retarded" affected many people with the development of I.Q. tests. Although the label had previously referred to those severely disabled it now spread to others. When children were born retarded or physically disabled, doctors immediately advised that they be placed in an institution, preferably far away from their natural families. In the state of Colorado the policy was to rotate people. There were three principle institutions: Grand Junction, Pueblo and Wheatridge State Home and Training Schools.

Those children born on the Western slope of the Rocky Mountains were placed on the Eastern slope and vice versa. As they grew older and problem behaviors developed they were shipped from one institution to another. Many of the people that are now out of institutions can tell you of the casual migrant attitude of the institutions.

With this grim picture, it is no wonder we now have to deal with people who were programmed with institutional behaviors. They have, in essence, learned to play the game of being retarded. The task of the last fifteen - twenty years has been to enlighten the professional and public segment of the vast possibilities of those people given previously detrimental labels. We had been conditioned to believe our societal myths. Now the task is to present new ideas that could have real validity if accepted.

This idea refuted the myths that
1) mental age was definite and could not change,
2) mental retardation was hereditary,
3) the mentally retarded were sexually dangerous and deviant,
4) that the definition applied to severely retarded applied also to other forms of retardation.

Some of these new ideas were
1) treatment and habilitation are possible,
2) people who are retarded are very much like "normal" people, when given a chance,
3) normalization and socialization is a real possibility.

Today group homes and smaller intermediate care facilities are replacing institutions or enabling institutions to help the more severely disabled. Sheltered workshops have given the developmentally disabled jobs. Educational programs are being structured that provide opportunities for people who are D.D. to learn and to grow. Advocacy programs and crisis and referral agencies (Associations for Retarded Citizens) are available for persons with developmental disabilities. The medical model of the sick person is slowly being replaced with a positive model of the developing person, choosing, adapting and growing at his/her own rate.

The future needs are many. I see several trends beginning and others as needed.

1) First of all, we need to expand residential and educational services,
2) We need early intervention services and educational services,
3) We need job opportunities and a process of training for people who are slow developers,
4) We need to teach problem-solving, choices and adaptability,
5) Legal rights are necessary for growth and enlightenment,
6) We need cooperative living skills and skills of interdependent support system,
7) Most of all we need to think of services as processes, not programs.

Programs become stagnant and inhibit new ideas. Processes are open for change and flexibility. You are the present and the enabler of the future. As professionals, it is your responsibility to make and to allow new ideas.

V. DEFINITIONS
AND
PHILOSOPHIES

I COLORADO DEFINITION: DEVELOPMENTAL DISABILITIES

A "developmentally disabled" person is defined as one with a disability which:

- Is attributable to mental retardation, cerebral palsy, epilepsy, autism and other conditions, such as brain damage, spina bifida, muscular dystrophy, early childhood psychosis and sensory handicap.
- Originates during the developmental years before such person attains age eighteen.
- Has continued or can be expected to continue indefinitely.
- Constitutes a substantial handicap to the person and his ability to function normally in society.

The number of developmentally disabled persons in Colorado projected for FY 1977 is 26,550 mentally retarded persons, 53,099 epileptics, 2,592 cerebral palsied persons, 376 autistic persons, and 104 persons with muscular dystrophy. Since a significant number of persons are multiply handicapped, the total number of Colorado residents projected to be developmentally disabled in 1977 is 75,392 and 48,019 of these persons are estimated to be substantially handicapped.

II NATIONAL TASK FORCE DEFINITION

The National Task Force on the Definition of Developmental Disabilities was the direct result of P.L.94-103, Section 301 (b1) which required the Developmental Disabilities Office to conduct "an independent objective study to determine (A) if the basis of the definition of the developmental disabilities...is appropriate... and (B) the nature and adequacy of the services provided...for persons with disabilities not included in such definition".

As a result of these deliberations, a majority report containing a recommended definition has been forwarded to the DD Office in Washington, D.C. The recommended definition from the Task Force is:

"For purposes of the Developmental Disabilities Act, a developmental disability is a severe,chronic disability of a person which:

(1) is attributable to a mental or physical impairment or combination of mental and physical impairments;
(2) is manifest before age 22;
(3) is likely to continue indefinitely;
(4) results in substantial functional limitations in three or more of the following areas of major life activity:
    (a) self-care,
    (b) receptive and expressive language,
    (c) learning,
    (d) mobility,
    (e) self-direction,
    (f) capacity for independent living, or
    (g) economic self-sufficiency; and
(5) reflects the need for a combination and sequence of special, interdisciplinary or generic care, treatment or other services which are:
    (a) of lifelong or extended duration, and
    (b) individually planned and coordinated.

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The College for Living: Self-Reliance Through Experiential Learning

By

Alice Roelofs Kreps

and

Jan L. Black

"People who are mentally retarded can't learn. They don't need or want to go to school. They belong in institutions." All of these statements are heard frequently. But the College for Living, an educational program for adults with developmental disabilities, is proving that these statements are fallacious. Psychologist Carl R. Rogers talks of "learning to be free," which is the "experience of becoming a more autonomous, more spontaneous, more confident person. It is the experience of freedom to be one's self." The adults in the College for Living are eager to learn how to be free.

How is this possible? If mentally retarded people have a difficult time learning to dress themselves or to hold a spoon, how can they attend a college? The fact is that 85% of the people labeled mentally retarded are only mildly retarded and can learn to live independently and to adapt to the community. Most have not done so for a variety of reasons:

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1. No motivation
2. Institutional setting
3. Negative myths
4. Low self-images
5. Lack of proper training and education
6. Public attitudes

The founders of the College for Living are enthusiastically approaching the subject of developmental disabilities with three educational theories designed to counter the problems listed above.

Philosophy

The first is that every person can learn something. A retarded person who cannot write or say his name may nonetheless possess the ability to communicate by means of a kind smile or watchful eyes. The teacher needs to discover that he can learn from the student too. Perception of small learning increments by the student is just as important as an awareness of obvious abilities and improvements.

When David, a teacher in the College for Living, told Cindy that he noticed that she had styled her own hair and looked pretty, they both cried with tenderness. She said, "No one ever noticed before."

A second philosophical point is that all people have the right to an education. The opportunity to learn in a positive setting needs to be available to everyone. The fact that retarded persons are dropped out of the educational system when they reach the age of 18 (or even years before that) because they don't "fit" is a contributing factor to an adult pattern of failure and insecurity. Once our clientele have tasted success in the College for Living they can begin to expand into other continuing education programs. Their self-concepts are strengthened enough to take new risks.

For example, Debbie wants to continue her education at Boettcher School for the physically disabled but has found that she can no longer receive state funding because of her age. At this time she is challenging the courts, claiming that she has a right to an education. The College for Living is supportive of her plea for continuing educational rights, and offers all of the students a variety of services to encourage further educational pursuits. Augusta plans on attending the College for Living for one year and then enrolling in Community College of Denver. Sam is jointly enrolled in Community College of Denver for academic skills and the College for Living for community living skills.

A third philosophical attitude embraced by the College for Living is that education must take place in a normal environment. People have differences. The healthiest way to grow, understand and accept differences is to interact. The placing of people who are culturally, intellectually, emotionally, and physically different into a heterogenous atmosphere lessens fear and ignorance and encourages acceptance of new ideas for everyone involved. Housing the College for Living in Metropolitan State College has accomplished this, and both are mutually supportive in appreciation of each other's worth.

Catherine D. Stonington, Chairman of the Colorado Commission on Higher Education, said, "The creation of the College for Living in 1974 by Metropolitan State College as a community service program and its subsequent impact (nationally and internationally) on services provided for mentally retarded adults demonstrates the College's concern and respect for the principles of human dignity. The students, teachers, and administrators of Metropolitan State College are to be commended for their dedication and efforts to provide mentally retarded adults the opportunity to live productive and independent lives in today's society."

Application of Theory

With this philosophical combination one can start a program. Idealism and theory are a beginning. But realistically, practically, how are the students in the College for Living learning? A combination of three important elements are involved.

1. High morale. Adults with developmental disabilities are excited to leave their sheltered workshops and residential facilities in order to "go to college" once a week. The student in our program must want the course he is taking. Motivation is high when one chooses what one wants to learn. Each student in the College for Living chooses his own classes during registration week. The classes are designed to be problem-solving in nature, with several alternatives for each problem. The more often Linda chooses which food would be healthful for a snack, the more she broadens her decision-making potential. She also becomes self-confident. In the wardrobe class, Kathy chooses three pieces of material to go with the green striped blouse she is wearing; she then discusses why each does or does not coordinate. Mistakes are minimized. Positive choices are encouraged. The result is a sense of self-worth and high morale.

2. Non-traditional teaching methods emphasizing experiential learning. Most of the teachers in the College for Living program are paraprofessionals or student interns. They do not receive monetary stipends.

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Therefore, they are not thoroughly trained in "correct" teaching methods, tools or expectations. This forces them to use their creativity to discover whatever style of instruction seems most comfortable. They are also willing to learn from their students, whom they approach with questions like these: "What skills do you know already? What do you feel like learning? How can I best teach you?" Other questions grow from these basic ones in a continual learning process. Some new volunteers sit nervously in our office, looking baffled but determined to succeed. Others join us eagerly, full of "blind faith." Still others have experience in the field of mental retardation or education and wish to broaden their skills and experience.

The creativity used to discover various styles of instruction parallels Carl Roger' endorsed method of facilitating a student's learning by holding a basic trust in the human organism, therefore allowing him to develop individual potential. The student selects his own road to learning according to personal needs or interests.

The courses are practical, making learning a matter of survival. If Jane takes money management, she is sent to the store to buy certain articles within a certain budget. If Ted is in a class on traveling, he takes a bus from one point to another armed only with a map and a bus schedule. It is an experiential learning process. In order to deal with the real world, we go out and experience it.

3. Individualization. Carl Rogers has emphasized genuineness, acceptance, warmth, empathy, and personal closeness as essential factors to be established in teacher/student relationships. This precept presupposes the College for Living belief individualization. The idea that each person learns at his own rate is followed closely. The general concepts to be

learned are consistent, but the time it takes to cover the material is a matter of individual ability and desire. It is typical in our program to see enthusiastic teacher teams remaining after class to plan the next week's activities on that week's insights. It is also common for a student in the program to share thoughts and feelings in class which are of a personal nature and have never before been brought to light. The interactions which take place and the resultant closeness are touching to any observer. We never know what is going to happen next, and we like it that way!

Concepts may be learned in isolation, but they ultimately involve the human being as an agent in the process. Since learning is not isolated, we bring in another factor: the human element.

Communication and concept practice are combined. For example, when a student has given himself the apparently simple task of buying a Coke, he may encounter difficulties if the sales person has had a bad day and is not feeling pleasant towards people, let alone ready to take the time to deal with someone who has a speech problem. Or a student may be trying to take the bus independently and encounter some "helpful" citizen who treats him as if he were helpless. Sometimes the result is frustration and embarrassment for the handicapped person. So the learning situations in our program are two-way interactions from the beginning. We throw curves and set up obstacles in each situation. We communicate naturally. Anger, frustration, patronage, and other feelings involved in daily living are explored with the intent of helping the student to react "normally" in a given situation.

Conclusion

Carl Rogers says, "few of us...have the courage to trust the individual, and his natural desire to learn." All too often we espouse philosophies yet never test them, but the College for Living is putting to the test Rogers' theory of student-centered teaching. In Rogers' words, "The goal is to assist students to become individuals who are able to take self-initiated action and be responsible for those actions ...who are able to adapt flexibly and intelligently to new problem situations."

We are getting results with our students. They are learning and growing because they have been given the opportunity to have a voice in their future. The process is as effective as it is simple and low-cost. All of us - students, teachers and staff alike - are feeling good about ourselves, each other, and the mutual sharing which takes place.

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IDEAS FROM DENVER ASSOCIATION OF RETARDED CITIZENS

by Alice Roelofs Kreps

Groups of people tend to de-humanize things and people when they don't have strong identity links with other groups. The disabled population have been prime targets for de-humanization. They "look different" and "act different" than "normal" people. People can't look a physically disabled person in the eye. They tend to talk down to people who are different. Below are a list of circumstances. Choose the ones that make you feel good and try to remember that disabled people want to be treated with dignity too.

calling someone :
hey you!

Having time to dress alone or take a shower or just spend time alone

given the same clothes, the same hair-cut and the same treatment as every-one else around you

Being told when you've done a good job or helped out
"Thank You"
"I need You."

Being talked about, not to :
"Jim is MR and doesn't understand".

You are an individual.
You are special and unique.

being treated as a label :
schizophrenic, MR, alcoholic, CP

Handling your own money ...
making choices

having no choices

FILL THE BLANKS ;

The College for Living:

Community and College Working Together

by Alice Roelofs Kreps

The College for Living is a program for adults who are developmentally disabled. It offers courses in community living skills with emphasis in socialization and normalization. The College for Living emphasizes the right of the adult to make choices in his life as to what is an important educational experience to his own personal growth.

All people tend to develop by choosing activities that they perceive as leading toward a sense of growing personal freedom. The population labeled developmental disabled also has the need to grow toward personal freedom. Their needs have been restricted immensely by institutions, care facilities, philosophies and lack of education on the part of the general public. A variety of myths have caused the person who is developmentally disabled to be unable to react normally. The College for Living is a first step toward achieving the right of adults to do what they wish with their lives.

When one looks for personal freedom in life, he may do so in several different ways. He may own his own car or buy a house or change jobs. He may take courses that are perceived to be unnecessary for his survival. He may join a club for interaction with others. Most counselors, agencies and friends of people who are developmentally disabled claim that they know what that person needs to survive. They overlook the fact that survival and thriving can only be enhanced when the individual chooses for himself the subjects or interests that will make him more "alive."

In all workshops courses of Money Management, Getting and Holding a Job, Hygiene and Personal Appearance are offered. The unique quality of offering those courses plus others that are created by student needs--Sexuality, Exploring Denver at Night, Understanding Oneself, Japanese Cooking--is a constant challenge and an image-builder for students.

Another way people express their drive toward personal freedom is the right of each individual to choose his own interpersonal contacts instead of accepting random, other-chosen contacts. The institutionalized, nursing home-centered person has interpersonal relationships forced upon him. He has very little say in choosing the people with whom he must relate on a daily basis. He is forced to live and to work with the same people year-in. Some of the people in the College for Living have spent 40 years shuffled from one Colorado institution to another. They meet the same people with minimum choices and are taught how to respond programmatically. They are herded and tended to as cattle or sheep are. Their personal freedom is at a minimal level. They have become de-sensitized. They are afraid to choose to relate.

The College for Living offers these people the opportunity to become reacquainted with themselves. They are given the chance to learn to re-act sensitively and with choice. As they learn how to cope in "normal" society, they move out of the institution into an environment that affords them the opportunity to begin to take risks and to make choices. All of their choices may not be to their benefit but once they have decided upon an action and then have completed it, they can re-evaluate and can say, "That was a good choice." or "That was not a good choice. Next time I'll try something else."

NORMALIZATION

Quotations from "The Guiding Environment - the dynamics of residential living" by Karl Grunewald, M.D.

1. Behavior is formed in a constant process of interaction between the individual and his environment.

2. The more complicated the environment, the more retarded the handicapped will function.

3. The less complicated the environment, the fewer the individuals who will function as retardates.

4. A small number of interpersonal relations is conducive to personal growth.

5. A small number of interpersonal relations is potentially stimulating rather than frustrating.

6. The homelike atmosphere and equipment of the room are partly responsible for clients' behavioral change.

7. When planning for residential living start with the following basic concepts: the environment should be NORMAL, HOMELIKE, AND SMALL.

8. Interpersonal relations among residents play an outstanding role.

9. The composition of the small group (those who live together in a unit) should be carefully planned.

10. As to the degree of retardation within a group - the most hampered should be always in a minority within the group so that they may be "drawn upwards" by the other group members.

11. The span of retardation should be relatively small. This will allow for group activities which will benefit the individual group member as well.

12. The learning techniques must be individualized and simple.

13. The learning situation must take place in a small group and in an environment rich in stimuli (e.g. in a surrounding that contains all that is found in a normal home.)

14. Activities should be normal self-activities and normal group-activities.

15. The client should not have to change his conceptual structure in order to apply what he has learned.

16. However, there must be slight concrete changes in order to learn transfer ability to different situations. Good adaptation requires transfer of training.

17. Transfer of training requires a small environment rich in stimuli, plus individualized, well-structured and meaningful influence techniques.

18. The environment (developmental milieu) must be socially real, not an instructional situation only similar to that in which the client is going to function.

19. We must plan our services by starting from the normal community.

20. The development of comprehensive services should be from without the institution to within and not from within and out towards society.

21. This means that specialists who organize services and supervise staff must not be tied to institutions.

22. The concept of serving the retardate in the community also means that we should put greater demands on all kinds of specialists whose skills we can use in our provision of services and buy such services instead of building up a specialists' service of our own.

23. The emphasis on provisions for services should be transferred to the community. It is not enough to normalize the retarded person but we must also normalize our services and the entire organization of services.

24. The retarded individual should be regarded only as one among all others who needs some form of support or service.

25. We must be consistent when we build up services for retarded individuals in separating residential living, occupation and leisure time.

26. As far as possible, we want to use the community's leisure time and recreational facilities.

27. The retarded individual, as he progresses, will have to move more often than he has had reason to so far. This will be made possible by the availability of small units located in the middle of society, which will be more or less specialized for the functional level and actual needs of the retardate.

28. The children should not live in the same area as adult retardates.

29. Types of group living might range from those housing 3 to 4 persons and practically no staff to those with 7 or 8 retarded persons in each home. A large number is not desirable.

THE CREATION OF DIFFERENT NORMALIZED ENVIRONMENTS MAKES POSSIBLE DYNAMIC LIVING WHERE THE RETARDED PERSON IS STIMULATED BY BEING A MEMBER OF A SMALL GROUP. HERE THE ADULT RETARDATE WILL BE ABLE TO DEVELOP SIMPLY BY LIVING.

THOUGHTS ON HUMAN RELATIONS

by

Alice Roelofs Kreps

A person is born with inherent potential for growth. Factors may prevent or limit growth; physical trauma, emotional trauma or limited use. In order to achieve freedom, mobility and the realization of potential, one must be aware, trusting, and have choices. Many of our students need to be guided into taking the first steps toward growth. Taking those steps is a risk. We must be supportive.

Until a person can maximize his/her potentials (i.e. transcend current belief systems), he/she will find it difficult to aid others in the growth process. Perhaps we need to examine ourselves and discover whether we have been expanding our horizons and taking risks.

Another aspect we must examine in the field of human relations is that of communications. After we have examined ourselves, we must interact with others. As a teacher, we need to be aware of how we respond in a classroom setting. Before responding to a problem, we must have a clear definition of the problem and its catalysts. We must be supportive of our students. We must develop a sense of trust and caring, so that our students feel that taking a risk would not be disastrous. The course must be realistically set but with some built-in success factors. Keep in mind that some of our students, have been patterned to fail. We should try and set goals high but with flexibility.

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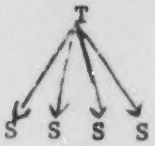
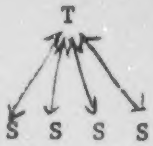
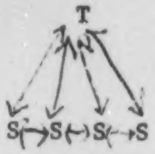
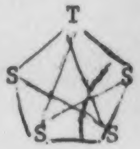
CLASSROOM ATTITUDES*

Teachers and students can choose to relate in a variety of different ways. Here are some examples of classroom interaction.









A supportive teacher helps the student gain self-worth. Not all teachers can or want to be supportive all the time.

	Defensive	Supportive
1.	Evaluation	Description
	"It's a beautiful day." "Gee, is that unusual for you?"	"I'm glad you feel that way."
2.	Control	Problem Orientation
		"What you want out of it?"
3.	Strategy	Spontaneity
4.	Neutrality	Empathy
5.	Superiority	Equality
6.	Certainty	Provisionalism

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*Taken from lecture by Norm Watson

ADULT LEARNING::CHILD LEARNING

Curriculum, presentation of ideas, and attitudes of the learner indicate a difference in teaching techniques between the adult and the child. When approaching these groups one needs to be aware of the difference and the transitional demands of youth between these two groups.

A child is directed into subjects. Subjects are the center of the curriculum at the present, not the student. A child's choices are limited by adults and their perception of children and their needs. The learning of a child is other-directed and future oriented. Children learn general data to build upon in the future. They are pliable. They are unequal in age and experience to their teacher. They have little choice and are given a standardized learning package.

The adult learner has an entirely different learning environment. He/she is present/oriented. He/she is involved in immediate life-choices. He/she must learn to solve specific problems. Self-motivation is a major factor in adult learning. The approach to the adult learner must be practical. The learning situation must give immediate usable feedback.

The adult learner demands respect and action. Curricula must meet individual needs. This puts the responsibility of versatility and creativity on the teacher. The teacher must be flexible and be able to interact with a variety of personalities. This indicates that the teacher needs several qualities in order to be effective. The teacher must be receptive to new ideas and be able to offer problem-solving situations for the student. The teacher must have an abundance of resources to meet the myriad of levels of knowledge his/her students bring to the classroom.

In order to teach effectively we should keep several points in mind. First of all, each individual has talents; use them. Rescue the dreams of the student; meet their needs not yours. Students are decision-makers; offer choices. Choices are critical in leading to being able to solve problems. Problem-solving situations must be created to lead to active learning.

Motivation of the adult learner must be internal. Success in small tasks aids the adult in recognizing his own ability to learn. The next step is then to offer challenges and responsibilities which the student can handle. Make your learning cooperative, not competitive. Have many resources available.

The adult learner also demands more of the teacher. He/she does not want "busy" work. The teacher must posibively re-inforce the efforts of the students. The teacher is a support system for self-learning. The teacher must be aware of the fact that many adult learners are locked into a "failure" system. This system must be broken, so that the student can experience success and failure as informational cues of thorough learning.

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INTERDEPENDENCE, NOT INDEPENDENCE

Alice Roelofs Kreps
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Living

Sitting alone in a room, Jack sits - no money, no t.v., no friends. The room smells stale. The kitchen has a stove that lights with matches sometimes. The sink has rust stains. The paint is peeling off the walls. The furniture stuffing is coming out. The bed has ripped dirty sheets. Jack is independent. He works at the local Denny's busing dishes. He pays his rent every month. He fixes his own t.v. dinners. He controls his temper when the boss yells at him. He takes care of himself.

"Independence" is such a strong and powerful word. It is an American Ideal. Independence can be hazardous to your health. Jack never learned to ask for help when he needed it. He never learned to say, "Give me your hand; I need you."

Jack sits alone with a lonely heart and a feeling of desperate isolation. This could be remedied. We need to actively teach positive interdependence. We need to teach cooperative living skills. The College for Living is teaching community living skills.

What are some things that need to be taught, if one is to learn interdependence?

1. It is o.k. to ask for help sometimes.

2. Friends are important. Friendship's responsibilities and privileges need to be explored.

3. It is acceptable to share both positive and negative feelings toward others.

4. Socialization guards against loneliness.

5. Risk-taking is necessary for intimacy.

With these ideas in mind, the Human Services Worker should be able to open new doors for Jack and many of the other isolated people in our society.

CREATIVITY AND THE LEARNING PROCESS

by Alice Roelofs Kreps

The creative element is an open-ended process. The left and right brains are used dependently in the process. The thought process goes as follows:

1) preparation: the left brain assimilates enough knowledge to begin to ponder a question,

2) frustration: answers are not readily available for the orderly left mind

3) incubation: the right brain takes over and says "give this question a little time to gel," and

4) illumination: the right brain again is in control and makes quantum leaps or logical steps to solution of a problem and finally

5) implementation: the left/right brain work together to utilize the problem and its implications.

Thinking creatively doesn't have to be an "alone" process. There are several accepted techniques of group creative thinking. Some of these are brainstorming, synectics, team-teaching sessions, and sensitivity games. For one to be able to be an active participant in the creative process, he/she must develop some awareness of the inner creative process. Some individual methods for achieving creativity are the use of the metaphoric mind, the beginning understanding of right-left brain learning and the knowledge of the optimum conditions for creativity.

In order to be creative, Jerome Bruner says there must be several conditions present for the creative experience. From his book, On Knowing, Essays for the Left Hand, those conditions are listed below.

A. Effective Surprise is an element that necessitates looking at the world in ways other than the common mode of expression.

B. A creative person needs to be both detached and committed. The outcome need not be regular but the follow-through to conclusion is necessary.

C. Freedom to be dominated by the object aids the person in letting to of his/her ego to go beyond him/herself into new worlds.

D. Passion for search and fulfillment and decorum (love of form and respect of materials) are two elements that cannot be over-emphasized. Creativity respects form and laws of nature, but bends them and uses them for new ways of seeing nature.

E. Creativity emphasizes abilities, not intelligence. Creativity and genius are not synonymous.

Creativity is a delightful, challenging experience. People can be creative without being brilliant. Give yourself a chance to explore the world of age-old phenomena seen in a brand new way for you.

VI. MATERIALS AND TECHNIQUES

A MODEL FOR TEACHING A TWO-HOUR CLASS TO ADULTS WITH DEVELOPMENTAL DISABILITIES

by Alice Roelofs

15 minutes	settle down; small talk, week's happenings
15 minutes	review last week's work; discuss homework
20 minutes	state week's objective; do activity based on week's objective
20 minutes	change activity but stay with same objective
20 minutes	review day's lesson; hand out homework; close for evening
30 minutes	break to socialize (emphasize normalization appropriateness and situational conduct)
2 hours	

remember: The student's needs are of primary importance. Challenge the student. Make the learning experience a success. Enjoy your learning and allow your students to enjoy their learning. Smile/laugh/cry/feel.

CURRICULUM DEVELOPMENT

by Alice Roelofs Kreps

The essence of our learning experience is boxed into packages called curriculum. Curriculum comes in many forms. The money spent on curriculum development is phenomenal. For adults who are developmentally disabled curriculum choices are extremely limited. Several factors influence this: a. philosophy of institutionalism (Keep the adult entertained, contained, and medicated), b. no accepted formula for introducing living skills, c. adults who are retarded are often labelled "kids" and therefore child level curriculum is used.

When I began the College for Living curriculum development in 1974, I decided to talk to the people for whom I was developing curriculum: the adult who has a developmental disability. My students helped me greatly. "We want adult stuff." "We want to learn how to live on our own." "We want freedom." "We want to choose."

I then sat down with other teachers and students and we brainstormed classes and needs. I decided that the best format for our curriculum would be a vehicle that was easily read, understood and used by anyone who came in contact with it. After seeing complicated curriculum guides that were difficult to follow, I opted for a terse style. For each course a broad class objective is selected. Then steps to reach that objective are listed. After that the steps are listed individually with one or two specific objectives. are suggested. Materials are also listed. The entire curriculum is basically a guideline of ideas for the teacher to use and to choose for their students' individual needs. Sharing our ideas is essential for survival of an adequate adult education program for adults with developmental disabilities. I would like to be a support system for other developmental ideas.

Ideas to keep in mind when developing curriculum.

1. Record all successful activities.
2. Use specific objectives.
3. Have a broad class goal.
4. List materials that may be helpful.
5. Share with others.
6. Make your curriculum relevant to the students and their life goals.

COMMON SENSE TECHNIQUES FOR TEACHING SPECIAL POPULATIONS (OR ANYBODY ELSE FOR THAT MATTER)

by
Alice Roelofs Kreps

I. All people want to feel special, unique. Treat each person as such.

II. All people want to identify with other people and feel part of a group. Create that kind of atmosphere in your class through caring.

III. Acknowledge individual needs

IV. Analyze each task and then find out what each individual knows about the task so that you aren't teaching them what they already know.

V. Use students' backgrounds for class lesson plans instead of your own.

VI. Experiential learning is the best teacher.

VII. Teach problem-solving, not data collecting.

VIII. Mistakes are great teachers, not failures!

IX. Take time to really learn something and share.

X. Enjoy yourselves; learning can be fun.

Aids for those who are visually impaired:
- Aural-audio cues
- Tape recorders
- Large print
- Sit in a front row position

Aids for those who are deaf:
- Large print
- Directions written
- Face student when talking
- Speak clearly

Aids for those who are physically disabled:
- Space for wheel chairs
- Accessible activities
- Allow time for each person
- Accommodate students by having several testing methods

Aids for those who are mentally retarded:
- Task sequencing and analysis
- Re-inforcement and repetition
- Use a variety of media to reach student: tactile, emotive, non-verbal teaching aids are important

Aids for those who have cerebral palsy:
- Modification of testing
- Communication boards
- Time

LEFT - RIGHT BRAIN LEARNING: SPLINTER SKILLS

by Dee Joy Coulter

BACKGROUND INFORMATION

For all but about 5% of the population, the left brain is the "dominant hemisphere" and possesses the attributes described below. In about a third of the left-handed population, the hemispheres are essentially reversed. In some cases of mixed dominance, the hemispheres are less clearly "lateralized", that is, tend to overlap in their skill areas more. Furthermore, in many of the attributes mentioned, there appears to be a capacity for both brains to perform the function, but for only one to tend to do so, since it somewhat more adept at it.

Left Brain Strategies:

The left brain is inclined to think in a linear fashion. In physics, this is called vectors; in philosophy it is called classical logic; in education it is frequently referred to as sequencing. It is the format for all computer processing. The left brain usually accepts as given the notion that time moves from past to present to future, that events have causes, that behavior is purposeful, that language has proper structures or word orders, and that learning is best done step by step, even when it comes to matters of physical coordination skills. It processes what we see, hear, or otherwise sense, in an analytical, judgmental fashion, screening out trivia, background data, and ordinary events and picking up on the strange, the different, or in some way dangerous, stimuli. This is called "reductive perception". The left brain also possesses a tool that is only available to the right brain in limited ways, that of expressing language. It can communicate in words to teach or convey meaning.

Right Brain Strategies:

While the right brain has only limited tools for language expression, it can comprehend speech and is very adept at understanding ambiguous speech, such as poetry, dream interpretation, music lyrics, and fragmentary 'clues' or cryptic statements. It sees events as linked by coincidence or "synchronicity" and notices emerging patterns of behaviors. It learns not through 'step-by'step' instructions, but through parables, stories, pictures and imitation. Since it doesn't judge what it experiences, it is capable of "simultaneous perception" - taking in all that it hears, sees or otherwise senses. (Hence, we are capable of near total recall when under hypnosis, which taps the right brain's information pool.) While the right brain usually doesn't use language for speech, it does use it for song. It is quite possible to have the cerebral speech center (which is in the left brain) damaged by trauma, such as a stroke, and be unable to speak clearly, but still be capable of singing (which is in the right brain).

BRIDGING DEVICES FOR RIGHT BRAIN THOUGHT

Since we (and our students) tend to operate primarily from our left brain, it is often difficult to move into right brain thinking whenever we want. It can be helpful to use various bridging devices for inviting ourselves into our right brain. Below is a sampling of such devices.

1. Ask questions that allow for a wide range of suitable answers, (eg: What are some ways we could...", "What are some other possibilities for...", "If you could do/have/be anything at all, what ...", "Imagine you were a ____ and what would you...").

2. Avoid asking why. This is actually a request for justification and proof usually, and consistently calls for left brain action.

3. When seeking class discussion input ask what the students "hunch" rather than what they "think" and you will be opening up the opportunity to share non-provable ideas, or right brain conjurings. Be sure not to criticize them for their "hunches".

4. Try guided imagery. Have the students close their eyes and imagine a series of events that lead up to an ambiguous point - a castle, a sense of danger, numbers that talk, a historic setting - and have them daydream their own endings and share what they've invented. This could be the lead in to theme writing, a new history unit, math enrichment, etc.

5. Explore metaphors.

A. Pick a concept (eg: grammar, the civil war, molecules, fractions) and have the students close their eyes and imagine they have to show a friendly Martian what the concept means but they can't use words - only objects, art work, movement, etc. Share the metaphors - list them on the board, play with them - combine, modify etc.

B. Acting out a concept. As above but have them singly or in groups come up with ways to pantomime the concept. Then invite other members of the class to describe what they see the pantomime saying. (This enriches the idea beyond what you would get if the actors did their own explaining.)

6. Randomize thoughts.

A. Pick a concept (eg: CHEMISTRY) and brainstorm 3 lists of words:

1. the first list (approximately 20 words) are ones the class associates with the concept (eg: experiment, chemicals, math, tests)
2. the second list (approximately 20 words) are any ones the class chooses and that are unrelated (eg: fishing, bubble, smile, frog)
3. the third list (approximately 40 words) are made up words derived by combining a word from the first list and the second list (eg: chemical bubbles, smiletests, frogmath).

Then have the students create a fun, ambiguous assignment from words on the third list (eg: Using frogmath, make up a smiletest about chemicalbubbles.) The students could then do such things as swap assignments, have a class discussion that might generate interesting lesson plans, or each one do a project about what the assignment meant to him/her.

B. Scramble a sentence. If a classroom discussion of a concept or topic bogs down, put a sentence on the board which captures the thoughts of the discussion. (Pick a sentence of 15 or so words). Then arrange the words vertically. Eg: How can taxes be charged fairly, when sales taxes are a strain on the poor and property taxes are taxing only the landowners?

How
can
taxes
be
charged
fairly
when
sales
taxes
are
a
strain
on
the
poor
and
property
taxes
are
taxing
only
the
landowners

Then have students copy the vertical wording and, adding any words they need, create sentences running horizontally.

(Eg: I know How fairly a small group can tax and share only if they care for the group.)

Share these sentences and see what new ideas have emerged.

BASIC SKILLS OF RIGHT BRAIN DEVELOPMENT

The following categories are related to right brain functioning. In essence, the right brain is essential to our holistic or integrative ways of perceiving and acting. The left brain is primary to our ability to separate our specific perceptions and actions from the whole. In addition, many visual perceptual skills seem to depend heavily on right brain functioning, regardless of whether they are holistic (that is, panoramic in view) or specific (that is, a reduced focus or narrowed attention to details). A sense of spatial awareness is also related more heavily to right brain than left brain functioning. Therefore, much of our body posturing, movement and coordination depends on right brain skill development, regardless of whether it is holistic (that is, involving the total body as a unit) or specific (that is, focusing on a particular body part).

LOCATION - this sense of space and one's body's relation to space is a very basic awareness. We begin to establish our understandings of it in early infancy, but most of us fail to completely master that awareness for various reasons. To the extent that we are limited in our awareness of our actions or our total potential for movement and posturing we unnecessarily restrict our possibilities for action. This limitation of physical movement may in some ways affect our mental freedoms as well. This is the underlying assumption behind much of the body therapy in recent years--Rolfing, the Alexander technique, perceptual-motor training programs, etc.

Exercises:

--Mime skills: copy faces, copy postures of one another, pantomime actions, pantomime stories

--Body size, postures: "can you...(eg: put one foot here, one hand there, and the other foot there?; do this tumbling trick I'll show you?)" "will your body fit...(eg: in that box sitting down; on those four squares lying down, etc.)"

RHYTHM AND MOVEMENT - our awareness of shythm is likely the very first awareness we have, long before birth. In some ways, we could say all of life is an effort to refine this awareness. Modern physics demonstrates that in essence all there is is waves (or pulsing rhythms). When our movement is not an outgrowth of a natural inner rhythm, we fail to establish flowing motion, fail to operate in well-coordinated ways, fail to have much skill in adapting (or shifting rhythms) or focussing (harnessing rhythm and sustaining it at will). Many current practices aimed at developing rhythm and movement skills are actually restorations of ancient practices - Tai Chi Chuan, Aikido, Yoga, Sufi and belly dancing, and the many versions of deep relaxation (with or without a meditative element). Biofeedback work is a modern contribution to the techniques available to us in refining these skills.

Exercises:

- --Sustaining a steady beat with a body part:
  - *slow beat (1 beat per second; tapping, strolling, rocking) (Pakwa walking--walking in extreme slow motion as a meditative practice)
  - *medium beat (like ordinary finger tapping, foot tapping)
  - *fast beat (eye, tongue flutter; shivering)
  - "off" (total cessation of movement, total relaxation of body part) eg:
    - eye: blur and relax focus
    - ear: random sound such as white noise or nature sounds; listen to silence
    - muscle: go limp in part--arm, leg, mouth, etc.
    - mind: thoughtless meditation, relaxed daydreaming, empty staring (eg: into a fire, etc.)
- --Sustaining a steady beat with breath (CAUTION: do not sustain fast-breathing more than 30 seconds or medium breathing more than 60 seconds at a time; can build up "off" breathing--holding of breath--up to where able to hold breath for 1 to 2 minutes)
- --Sustaining a steady beat with total body:
  - *slow beat (eg: make up a tribal dance to a drum beat and do it smoothly; swing smoothly on a swing, etc.)
  - *medium beat (eg: run smoothly, jump rope fast and smoothly, make up fast dance steps and keep them up smoothly)
  - *fast beat (exercise total body tension--eg: hold perfectly still as in game of Statue; practice deep relaxation of total body and mind)

MATCHING SKILLS--before we develop sufficient use of language to be able to name and logically comprehend objects, people and events or sensations, we rely heavily on the rhythming skills above in an interesting way. We 'match' with the rhythms of those external variables in question and take a sort of 'reading' from the vibrations orrhythms that this matching process sets up internally. This skill accounts for a child's tendency to instantly like or dislike people and things, a sculptor's ability to get a 'feel' for the stone or wood he intends to carve and to sense an object within that is awaiting being carved free, a skilled therapist's or close friend's ability to 'get on our wave length' and seemingly read our minds. Remnants of these skills are the heart of what we call our intuition or hunching ability. Children who are lacking in sensitivity to these rhythms and are unable to match frequently have a difficult time acquiring social skills, thinking creatively or anticipating responses. There are also children who sense these vibrations so strongly that they become overpowered by them and also appear lacking in social skills, but in their cases it is due to suffering a stimulus overload, and having a very weak sense of their own personal rhythm. They tend to dissolve their own tenuous sense of existence in the face of external bombardment, and need more practice in sensing their own uniqueness and physical presence.

Exercises:

- --body matching (by miming the movement of another person or mentally imagining feeling your body postured in that way, face gesturing in that way and body breathing in that way, check out your 'hunches' about how the person's body is feeling to him/her)

--mind matching (by quieting the chatter in your mind, emptying out your own thoughts, and matching bodily with the other person, await impressions of thoughts that seem to come from outside your own experiencing, and check out your hunches; also, learn an occult or telepathic skill such as palmistry, Tarot card reading, or the sending of telepathic messages to one you are in tune with

Exercises (cont):

--object or energy matching (match with an array of objects or events--eg: with the power or movement of mechanical parts in an engine, with the rhythms and tones of music, with the color and form in art; try crossing from one sense to another--eg: link a scent and a color or image together, a staste and a sound together, a feel (tactile sensation) and an emotion together)

COGNITIVE SKILLS--once we have developed some sense of our own presence and have some means of assessing the rest of the world as we know it and identifying separate elements, we then develop means for grouping and combining our perceptual skills and our action skills into coordinated efforts. Below are several of the right brain tools we develop to lesser or greater degrees. Perhaps our overall cognitive development is dependent upon our exercising both the typical left brain skills to which we are often exposed in school AND these more right brain skills. It is possible that underdevelopment in these areas may retard our ultimate overall development. We may need to cultivate more opportunities to exercise these potential skills.

Exercises:

--tracking

*multi-tracking (monitoring several events simultaneously, or perceiving several things and acting in several ways at once--eg: listening to a person talk, dialing on the phone and petting the cat)

--visual multi-tracking: by using peripheral vision and subliminal perception skills, monitoring a whole visual field rather than a single item

--auditory multi-tracking: following more than one conversation or set of sound stimuli at once; developing the ability to listen and read at once, to speak and overhear conversation at once

--kinesthetic multi-tracking: picking up on various body cues at the same time--stress rate, soreness, weight shifting, etc.

--mental multi-tracking: being able to think of more than one thing simultaneously--eg: listening, planning dinner, remembering errands to run etc.; brainstorming ideas and thinking concretely, abstractly and intuitively all at once

--combinations of multi-tracking: as in many games--eg: tag, where you watch everyone, sense your body as it runs, think ahead, etc.

*stimulus reduction (focussing on a single object, sound or sensation to the exclusion of all else)

--visual reduction (central focussing on one figure and letting all else recede to the background)

--auditory reduction (focussing on one set of sounds and ignoring all else--eg: one voice in a crowd)
--kinesthetic reduction (meditating on one's breath, focussing on pain to dissolve it, etc)

ASPECT

Attention

hyper/hypo-activity

ATTRIBUTES	PROBLEMS	TREATMENT	SKILLS
open, non-selective, sense of immediacy, personal basis, physical relevancy to self, power of stimulus determines focus (not inner will)	require personal relevancy to new information; unable to selectively attend to a week stimulus; hard to delay 'reward', postpone excitement; time delays set up a need for closure (and lingering frustration/confusion when events don't occur)--'remember when you said you'd/we'd..and it didn't happen?	establish personal metaphors they can identify with; do figure/ground exercises; anchor abstract ideas to concrete objects/events; anchor thoughts to body experiences; eg: pantomime, etc.: don't set up future expectations or rewards (let doing the task be its own reward); creating time delays leads to high need for closure	able to rank attention getting powers of various stimuli without personal bias, (eg: advertising--would be good test audience)
sense of distancing self from own body; with hyperactive is a need/effort to self-stimulate body	lack of strong sense of body and/or lack of sufficient body stimulation; (H) may be from a 'rocking deficit' and/or lack of internal coordinated rhythming--hemispheric dissynchrony	do body awareness exercises (eg: VTR feedback, breathing exercises, focusing on separate body parts, centering, relaxation, movement activities, massage); EEG hemispheric synchrony training; metronome/heart beat record/rhythm creating; TNS pacemaker; flashing light; sleeping on waterbed; swings	able to ignore pain and discomfort

impulsivity: need for closure; mad/scared emoting

desire for immediate implementation of mental image; strong focus on safety/survival--if kid is strong and coordinated and has social skills, may tend to wield power as a predator type to generate fear in others (eg: delinquent pattern)--if	tend to be vulnerable to strong emotional ups and downs; spend much energy mad or afraid; (H) their fear creates the danger, their anger creates the discomfort; tend to have poor timing for carrying out acts--don't wait for best moment, don't wait for best moment, don't plan well first; low predictive skills re:	do mad/scared meditations; assertive training; mental fantasy of transactions from start to finish before doing it (then they can imitate the mental picture); study the patterns of social behaviors (not the steps)--VTR whole scenes/transactions; get the feel for overall patterns: link non-	low tendency to procrastinate if can picture what's to be done, and want to do it; strong sense of who has power (predator) and who has fear (prey); can read non-verbal cues well; can understand animal behaviors very well; can sense

weak and socially unskilled, will tend to withdraw, defend self as a prey type and defer to power persons; only focus on present moment	what other person will do next under low stress conditions (since we are in left mode then and can be hypocritical then); (H) hence delinquents tend to heighten stress and thereby increase predictability and their ability to control the situation (ie: can pick up right mode nature, but can't grasp left mode mediating effect --sense anger, don't see 'image' investment that will curb the anger's expression); (H) T.V. violence further reduces their predictive skills since it shows all high stress responses	verbal 'reading' with behaviors --(explore the incongruities) analyze T.V. shows to reality test the information they portray about behavior	the right mode nature of people well--sense incongruities/buried feelings (eg: would test for mind-body alignment, predict health problems, read auras etc.); probably have same skills as abused kids
distractibility/perseveration capacity for becoming 'mesmerized'/fixed on higly stimulating object/topic: tendency to maintain state of flux and non-fixedness of attention, to allow environmental stimuli to bombard the senses	can't regulate when attention gets fixed or fluctuates; (H) seem unable to sustain beta-type attention--it drops into theta (crazy feeling) and they break this off with a flip of focus or become lightly 'tranced'; complain of boredom--Q. is this a term for feeling anxious about the consequences of attempting to sustain focus? Q. is perseveration a mark of right mode beta or is it theta?	for distractibility, provide environmental/bodily rhythm--is as if fluctuation is a way to recharge a dying body rhythm; for peserveration, train in beta left/right mode with EEG, (also train in bouncing up from low theta to resist sleep?) if beta right mode leads to best thinking, identify pattern for when/what triggers perseveration	
Perception			
perceives incongruities, doesn't screen out data to reduce conflict; seem very sensitive to right mode visual cues for body reading; view things holistically; see holographic images; arrange events/objects/ideas into arrays/patterns rather than sequences; weight all stimuli equivalently rather than	senses more conflict, is more scared since acutely aware of discrepancies between channel inputs (NB: delinquent kids are calm with centered person, not with frightened/faking one); difficulties detecting differences, though better at seeing similarities; tracking difficult with no sequencing skills (though can 'piece together things); hard to 'subdivide'	be straight with them/congruent with your feelings--give only authentic strokes; own your inner feelings, declare them, validate their hunching skills; help them select which channel to rely on and when; teach by letting them create their own pattern/order rather than forcing linear sequential order on them; use training like radio pilots for figure/ground audi-	(H) can pick up similarities; can sense incongruities we are blind to usually; capacity to see the big picture if can learn to develop the vision (eg: what am I seeing, what are the pieces, is that all, how do they fit, what patterns emerge, what's going on here?); good at jugsaw puzzles;

selectively perceiving; have non-focussed perception	when it isn't what it looks like with a hologram model; no skill at creating a figure/ground, (Q. do they have auditory directional problems?) lacks basis for selecting stimuli to attend to, therefore gets mesmerized/confused	tory work--only put high stimulus data on both channels (games/clues to ferret out); work in making collages; help them develop clear, conscious questions to facilitate retaining a focus in situations --so know what they are wondering about--; (H) left mode automatically generates organizing questions and therefore focuses--and it also generates answers assumptions and labels	might be good at math (combining and patterns, not dividing and subtracting): (H) the reason E.D. kids are poor at dividing and subtracting may be that they perceive holographically
Memory storing stimuli experience present moments without consciously equating it with past events; see the uniqueness of each present event: tend to resist reducing experiences to their commonalities with the past; store stimuli in pure form as received; capacity to fully experience the present	poor carryover to new learning; poor basis for associating since don't reduce/simplify similar events; weak in generalizing, abstracting commonalities from similar events; retrieval system poorly/rarely cross-referenced	forced sorting/grouping practice with concrete objects/events/ideas from among choices; inventing a heading; creating a filing system with cross-references; thinking of multiple uses for objects/events/ideas; practice free association/brainstorming but require rationales for each contribution	basis for accurate/deep empathy because don't tend to project selves into the information: high tolerance for seeming repetition since don't have strong sense of cumulative effect/boredom; (H) could learn to make fine visual discriminations once they learn to compare; (H) emotionally are able to let go of grudges, start fresh in relationships--seem more 'forgiving' for a long time
rehearsing stimuli* *see footnote fully attend to present moment; no part of conscious mind is auditorally repeating past events; constantly repeated stimuli would serve as a mantra; separate names and labels (symbols for reality) from events (reality itself); (H) ease in recapturing	poor rote learning/memorization; poor sense of linear progression of sounds, recall of story line, full sentences, steps to tasks/assignments; weak naming skills-poor/inaccurate retrieval of language; language has less meaning than experience; hard to learn from just language--need sample events (metaphoric events)	develop 'loop' systems to create practice effect (eg: visual loops of Senoi dreams--learn to repeat and then pick up where left off); can teach auditory and body loops, how to select opening stimulus; use centering to enhance ability to regard a given stimulus as 'all there is' and focus on it as on a mantra; link stimulus to	good at identifying missing parts or altered parts; good eidetic--literal, visual--imagery; (H) possibly less programmed by childhood 'scripting'; (H) possibly less susceptible to stress related diseased--heart/ulcers/cancer etc.

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visually past events--ie: good recall visually for significant past events		external auditory/visual/body symbols that are likely to occur when information is needed usually; anchor stimulus to symbol and to center of self--to form a triad; teach left mode 'order chant', like counting to ten, before attempting to name things accurately (this activates the left mode	
analyzing stimuli			
ability to arrange visual parts into wholes (puzzles/patterns); ability to sense emotional congruity between thoughts, words and deeds; (H) seem to arrange stimuli holographically--(ie: automatically experience all adjacent events as unified	inability to subdivide wholes into parts; inability to 'role play' parts one doesn't feel; poor in extrapolating from a thought to various new deeds--eg: application of values; appear to generalize from deeds to overall assessment (eg: he's not a nice man) though may be picking up on more stimuli	teach value clarification by identifying and accepting their 'world view' assumptions and showing them how various deeds are natural outgrowths of their thoughts (eg: you feel it's important to love people; when you hit people, that's not loving them; when you make friends with new kids; that's loving them	poor skills at lying convincingly; may basically be operating from levels 5 and 6 of Kohlberg since don't seem to focus on consequences as motivation much, and since strive for affective congruity
Cognition recognizing meanings identifying meanings associating meanings with other members inferring new meanings			
experience events relatively free of expectations or preconceptions	don't create engrams or information packets of what they are exposed to; have low 'curiosity' stemming from low repertoire of questions and low likelihood of events clashing with any preconceived expectations and generating questions, since they have few expectations, poor recognition of previously learned concepts	teach them to internally visualize self as being the person, animal, machine, event--learn to co-experience what these others perceive; teach them to consciously generate wonders, questions about an object/event/idea before experiencing the stimulus, so have some frame of reference for organizing their perceptions	less likely to 'selectively' attend only to stimuli which support pre-conceptions; (H) more open to objectively weighing likelihood of events occurring and skilled at predicting events accurately in areas they tune in on; (H) if guided to consider creative questions, able to produce innovative solutions easily since not constrained by preconceptions

Encoding

recall meanings and ways to symbolize it
order information in way that conveys meaning

monitor own act of communicating the meaning, self-correcting when appropriate

think in metaphors easily; information is stored holistically and non-logically; practice non-social communication patterns (where presumes listener needs no help in comprehending what you mean; speak in a 'verbal shorthand')	poor ability to order information in a linear fashion; non-logical information storage creates retrieval problems; tend to talk in verbal shorthand and fail to express ideas clearly for others	teach them to select key metaphors that capture the idea and talk from that basis; alter information storage process by: keeping journals, anchoring observations to key questions; alter keying/association system by: using 3 point anchor system; alter retrieval process by: teaching centering instead of consciously searching for the information (Q. is this using inner guides, higher order thinking skills?); use puppets to express ideas through; teach them to amplify on their comments, to sense the awareness level of the listener by 1)co-experiencing him before you talk, 2) co-experiencing him while you talk to be sure he is still following you; teach social communication--teach acting techniques; sensing body movements/voice timber and learn to replicate them accurately (use VTR feedback) learn to convey self congruously (VTR, peer feedback),learn to consciously sense congruity and lack of it in others; learn to express and listen to	have poetic skills/ esthetic sense; good at empathizing; good at sensing areas of congruity between people so able to serve well as mediators--can find common ground for solutions

*footnotes

no rehearsals require immediate recall
delayed rehearsal= practice after task given;
eg: digit span with 5 second delay before response
blocked rehearsal=force another task in interim;
eg: count backwards
forced rehearsal=require silent repetition or performance repetition
stimulus overload= leads to abandonment of effort/no rehearsal

if delayed rehearsal and blocked rehearsal are =, then no rehearsal occurred

if no rehearsal is better than delayed rehearsal, then perhaps short term memory is poor

emotions--confrontation, assertive training, active listening, empathizing; learn to feel feelings fully--mad/scared meditations, feeling the feelings in pure form, not attached to events

STRATEGIES FOR SELECTING, ADAPTING, AND CREATING INSTRUCTIONAL MATERIALS

Special Study Institute
California State College

Secondary teachers have been severely handicapped by lack of adequate teaching materials for use with disabled adolescents. Three sources of material are: 1) selecting commercial or material prepared by other teachers, 2) adapting or modifying regular class curriculum or text materials so a learning disabled child can learn from it, 3) creating new materials designed to teach a specific concept or remediate a specific deficit.

Essential principles for selecting, adapting, adapting, or creating materials are:

1) Materials should be sequenced
    a. A beginning is made at the simplest level necessary for a student's comprehension.
    b. A series of tasks are present, each of which represents a prescribed increment of difficulty over the previous one.
    c. Each task in the series embody or build upon all the previous ones. The first would present the concept in its simplest form or at the highest level of difficulty with which the child can cope. The second contains the idea of the first task in a slightly more difficult form, and so on through the series of tasks.
    d. The amount of increment in difficulty is, if possible, exactly what the child can negotiate, no more, no less.
2) Materials should be reduced to their major points. Decide on the major points of the curriculum content, and see if they can be presented by being condensed, being rewritten, presented through another sensory modality and programmed to assure retention.
3) Materials should have "success insurance" through built in opportunities for success in an accumulative manner within a firm structure to help student perform in productive, consistent manner.
4) Materials should capitalize on the student's interests and/or age-level and peer interests.
5) Materials should approximate the content level of the student's peers.
6) Materials should be used which are at the leading edge of the student's ability level.
7) Interest should be enticed, created or magnified by the use of color, game or puzzle contexts, picture completion tasks, or similar techniques which insure active involvement.
8) Materials need to be more widely explored through different sequenced approaches to a single goal objective in a horizontal exploration of the subject area.
9) Materials should be selected, adapted or created to meet predetermined objectives.
10) Materials need to have immediate checks to indicate successful performance.

When deciding whether to use commercially available materials, adapt curriculum materials, or create new materials, teachers should ask themselves these questions:

1) Do the materials move the student to the selected objective?
2) Have these materials been developed elsewhere? Where can I get them?
3) Can they be adapted for use with another student?

4) What will they cost financially and in teacher time?
5) Are the materials reproducible or can they only be used once?
6) Will they take time I can best spend on another task? Can I reach the objective in another way?
7) How valuable will they be to this child and others?
8) Can one program give additional practice through techniques such as rainbow tracing using overlay with other instructions?
9) Can another child have a beneficial learning experience by making her own or another student's materials?

Denver Public Schools
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LESSON PLAN FORMAT*

Title

General Objective
Usually a teaching objective

Specific Objective
Must be stated in performance terms

Materials
List all things needed

Procedure
Should be task oriented, that is, break down the learning process into smallest steps. Consider the terminal objective (specific objective from above) and subobjectives needed to perform the task. Entry level skills. Build on anything else that is needed by the group.

Evaluation:

Should be a proposal for "how you will test in order to know that the child learned what you taught." Do not try to hypothesize how the learner will or will not progress. Develop a format for testing for what you taught. Refer to your specific objective. See the word test in a literal sense. Child can go on or child needs review. The test will be repeated lesson, etc. Next week, etc. Start with the evaluation-test what you taught. Not for transfer of learning. Teach-then teach for transfer.

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*taken from a lecture by Martha Fair.

INSTRUCTIONAL OBJECTIVES

BY

SHARON MCMINIMEE

"An objective is an intent communicated by a statement describing a proposed change in a learner - a statement of what the learner is to be like when he has successfully completed a learning experience. It is a description of a pattern of behavior (performance) we want the learner to be able to demonstrate."[1]

You have been successful in stating an objective if your statement communicates to the teacher your instructional intent. The teacher who is effectively using instructional objectives as a basis in his/her teaching is using them as a means of individualizing instruction and facilitating the assessment of pupil performance; to adequately assess levels of competency.

Prerequisites for writing behavioral objectives include:

"1. An orientation toward pupil behavior.
2. Good observation skills which result in his being aware of what is happening when it is happening.
3. A knowledge of curriculum requirements and content.
4. The ability to identify the specific behavior he wants to influence."[2]

The three major requirements for writing behaviorally stated objectives are: (Performance) 1. Describe the behavior you want the student to be able to perform. What do you want the student to do? Use the specific terms; to name, to count, to write, etc. (Conditions) 2. Indicate the conditions under which the student will be expected to perform. What will be given as a means of demonstrating his performance? Example: (Criterion) Given a list of words_____. 3. Specify the level of performance you will accept as successful attainment of the objectives. What will I accept as evidence of successful performance?

Reference: Mager, Robert F., Preparing Instructional Objectives,
Fearon Publisher, Inc., Belmont, California, 1975.

Derived from Lectures Given
by Dr. Martha Fair

Domains
- Cognitive-thinking
- Affective-aesthetic (feelings)
- Psychomotor-movement

Objective
- Participant
- Behavioral element-performance
- Product element-model, paragraph, terms, essay, speech, sentence, theme
- Condition element
- Measurement or acceptable performance

Cognitive Observable Behavior

- alphabetize
- assemble
- analyze
- design
- differentiate
- enumerate
- circle
- classify
- complete
- compose
- define
- discriminate
- estimate
- experiment
- forecast
- inquire
- identify
- list
- memorize
- narrate
- outline
- pronounce
- rate
- report
- speak
- summarize
- tabulate
- underline
- write
- verify

Affective Observable Behavior

- accept
- acquaint
- act
- agree
- applaud
- attend
- arouse
- balance
- buy
- believe
- challenge
- collect
- combine
- consult
- contribute
- criticize
- defend
- dispute
- examine
- express
- formulate
- imitate
- judge
- manage
- obey
- pleasure
- present
- praise
- reject
- relinquish
- satisfy
- submit
- theorize
- value
- visit
- wait

Psychomotor - Observable Behavior

- assemble
- brush
- communication
- connect
- dance
- direct
- draw
- drive
- exhibit
- file
- gesture
- hurdle
- imitate
- jump
- knit
- lower
- move
- mould
- paddle
- pantomime
- punch
- ride
- skip
- stir
- touch
- trace
- type
- transmit

ILLUSTRATIVE VERBS

Illustrative Verbs for Stating General Instructional Objectives

Analyze
Apply
Appreciate
Comprehend
Compute
Create
Demonstrate
Evaluate
Interpret
Know
Listen
Locate
Perform
Recognize
Speak
Think
Translate
Understand
Use
Write

Illustrative Verbs for Stating Specific Learning Outcomes

"Creative Behaviors"

Alter
Ask
Change
Design
Generalize
Modify
Paraphrase
Predict
Question
Rearrange
Recombine
Reconstruct
Regroup
Rename
Reorganize
Reorder
Rephrase
Restate
Restructure
Retell
Revise
Rewrite
Simplify
Synthesize
Systematize
Vary

Complex, Logical, Judgmental Behaviors

Analyze
Praise
Combine
Compare
Conclude
Contrast
Criticize
Decide
Deduce
Defend
Evaluate
Explain
Formulate
Generate
Induce
Infer
Plan
Structure
Substitute

General Discriminative Behaviors

Choose
Collect
Define
Describe
Detect
Differentiate
Discriminate
Distinguish
Identify
Indicate
Isolate
List
Match
Omit
Order
Pick
Plan
Point
Select
Separate

Social Behaviors

Accept
Agree
Aid
Allow
Answer
Argue
Communicate
Compliment
Contribute
Cooperate
Dance
Disagree
Discuss
Excuse
Forgive
Greet
Help
Interact
Invite
Join
Laugh
Meet
Participate
Permit
Praise
React
Smile
Talk
Thank
Volunteer

Language Behaviors

Abbreviate
Accent
Alphabetize
Articulate
Call
Capitalize
Edit
Hyphenate
Indent
Outline
Print
Pronounce
Punctuate
Read
Recite
Say
Sign
Speak
Spell
State
Summarize
Syllabify
Tall
Translate
Verbalize
Whisper
Write

"Study" Behaviors

Arrange
Categorize
Chart
City
Circle
Compile
Copy
Diagram
Follow
Itemize
Label
Locate
Map
Mark
Name
Organize
Quote
Record
Reproduce
Sort
Underline

Music Behaviors

Blow
Bow
Clap
Compose
Finger
Harmonize
Hum
Mute
Play
Pluck
Practice
Sing
Struck
Tap
Whistle

Physical Behaviors

Arch
Bat
Grasp
Grip
Hit
Hop
Jump
Bend
Carry
Kick
Knock
Lift
March
Pitch
Catch
Chase
Pull
Push
Run
Skate
Ski
Climb
Face
Somersault
Skip
Stand
Step
Stretch
Float
Grab
Swing
Swim
Throw
Toss
Walk

Arts Behavior

Assemble
Blend
Brush
Build
Carve
Color
Construct
Cut
Dab
Dot
Draw
Drill
Fold
Frame
Hammer
Handle
Heat
Illustrate
Melt
Mix
Mold
Paint
Paste
Pat
Pour
Press
Roll
Rub
Sand
Sculpt
Shake
Sketch
Smooth
Stamp
Stick
Stir
Trace
Varnish
Wipe
Wrap

Drama Behaviors

Act
Clasp
Direct
Cross
Display
Emit
Enter
Exit
Express
Leave
Move
Pantomime
Pass
Perform
Proceed
Respond
Show
Sit
Start
Turn

Mathematical Behaviors

Add
Bisect
Calculate
Check
Compute
Count
Derive
Divide
Estimate
Extract
Extrapolate
Graph
Group
Integrate
Interpolate
Interpolate
Measure
Multiply
Number
Plot
Prove
Reduce
Solve
Square
Subtract
Tabulate
Tally
Verify

Laboratory Science Behaviors

Apply
Calibrate
Conduct
Connect
Convert
Decrease
Demonstrate
Dissect
Feed
Grow
Increase
Insert
Keep
Lengthen
Limit
Manipulate
Operate
Plant
Prepare
Remove
Replace
Report
Reset
Set
Specify
Straighten
Time
Transfer
Weight

General Appearance, Health, and Safety Behaviors

Button
Clean
Clear
Close
Comb
Cover
Dress
Drink
Eat
Eliminate
Empty
Fasten
Fill
Go
Lace
Stop
Taste
Tie
Unbutton
Uncover
Untie
Unzip
Wait
Wash
Wear
Zip

Miscellaneous

Aim
Attempt
Attend
Begin
Bring
Buy
Come
Complete
Consider
Correct
Crease
Crush
Designate
Determine
Develop
Discover
Distribute
Erase
Expand
Extend
Feel
Finish
Fit
Fix
Flip
Get
Give
Grind
Guide
Hand
Hang
Hold
Hook
Hunt
Lead
Lend
Let
Light
Make
Mend
Miss
Offer
Open
Pack
Pay
Peel
Pin
Position
Present
Produce
Propose
Relate
Repeat
Return
Ride
Rip
Save
Scratch
Sand
Serve
Sew
Share
Sharpen
Shoot
Shorten
Shovel
Shut
Signify
Stake
Start
Stock
Store
Strike
Suggest
Supply
Support
Switch
Take
Tear
Touch
Try
Twist
Type
Use
Vote

FROM MESA COMMUNITY COLLEGE
TUTOR HANDBOOK
SAN DIEGO, CALIF.

WHAT IS A PERFORMANCE OBJECTIVE?

A performance objective is a statement which describes what the tutee will be able to do after completing a prescribed period of instruction. It describes "something" that the tutee will be able to do after he has had tutoring that he could not do before. This "something" can be demonstrated by the tutee.

Statements that define exactly what tutees are to be able to do after they have mastered the unit of instruction.

They do not state what the tutor is doing nor describe what learning activities are to take place.

The stated objective describes something that the tutee will be able to do after he has had learning experience and is demonstrating his achievement of the objective.

An objective describes an intended outcome rather than a description or summary of content for a unit of instruction.

An objective defines the behavior sought in the learner.

An objective prescribes the terminal behavior of the tutee.

An objective identifies the kind of performance which will be accepted as evidence that the learner has achieved the objective.

PERFORMANCE OBJECTIVES PROVIDE FOR OBSERVABLE BEHAVIOR:

Terms such as: know something, understand, appreciate, comprehend, enjoy, do not convey what it is that the student will be able to do. Such items are found in the left hand column of the following list and should be avoided in writing performance objectives. Terms listed in the right hand column are observable and therefore, are more successful in specifying what the student is to be able to do.

Not Observable	Observable
TO KNOW	TO WRITE
TO UNDERSTAND	TO RECITE
TO REALLY UNDERSTAND	TO IDENTIFY
TO APPRECIATE	TO DIFFERENTIATE
TO FULLY APPRECIATE	TO SOLVE
TO GRASP THE SIGNIFICANCE OF	TO CONSTRUCT
TO ENJOY	TO LIST
TO BELIEVE	TO COMPARE
TO HAVE FAITH IN	TO CONTRAST
TO ANALYZE	TO DEMONSTRATE
TO SYNTHESIZE	TO INTERPRET
TO ASSOCIATE	TO ORDER
TO RELATE	TO CHOOSE
TO INFER	TO DESCRIBE
TO COMPREHEND	TO DISTINGUISH
	TO NAME
	TO STATE A RULE

Example A;

It has been determined that the tutee is unable to use punctuation correctly.

These two statements describe the tutee after being tutored:

1. The student will have a good understanding of the mechanics of punctuation.
2. When the student is given a sentence containing error(s) in punctuation, he will correct the error(s).

The first statement tells us the student will have a good understanding of the mechanics of punctuation. It does not describe what it is that the student is supposed to do to demonstrate his understanding of the mechanics of punctuation. Statement number two, however, does describe what the student will do. He will correct the error(s) in punctuation.

Example B:

An objective states: At the end of the arithmetic course, the student will understand the fundamental concepts of long division.

There is no observable term in the objective as stated. What is the student who understands long division able to do to demonstrate his knowledge? There are several more acceptable ways to state this performance objective:

1. The student will be able to solve long division problems.
2. The student will list the steps, in order, involved in solving a long division problem.
3. The student will identify long division problems that have been worked out correctly and problems which are incorrectly worked.
4. The student will demonstrate and describe orally each step of the process in solving a long division problem.

PERFORMANCE OBJECTIVES STATE CONDITIONS:

Performance objectives will be more useful if they also indicate the conditions under which the student will be demonstrating what he can do and the basis for evaluating the success of the student's performance.

Consider the objective stated earlier: When the student is given a sentence containing errors in punctuation, he will correct the errors.

The student could ask: How many sentences will I correct? How many errors do I have to correct to pass the test? What is a good performance on this objective? What kind of punctuation errors will I have to correct?

The performance objective might better be re-written this way: Given ten sentences containing errors in the use of quotation marks, apostrophies, exclamation marks, and commas, the student will be able, with 75% accuracy, to identify and correct the errors.

The tutor now has a clear idea of what is expected of the tutee. The tutee will know what will be expected of him after the tutoring session.

PRACTICE IN SELECTING PERFORMANCE OBJECTIVES:

Which of the following objectives are stated in terms of student performance?

1. The student will know the structure and organization of the California State Government.
2. The student will solve correctly eight out of ten quadratic equations.
3. The student will describe orally the process of weathering, briefly summarizing the action of frost, plants and animals, temperature changes, and chemical action.
4. The student will know and understand the major trends in American Literature in the Nineteenth and Twentieth Centuries.

Statements number 2 and 3 are stated in acceptable performance terms.

Numbers 1 and 4 do not state what the student will do.

Objective 1, however, could be re-written as an acceptable performance objective as follows:

a. The student will draw an organization diagram of California's state government showing the units and the relationship between the units.

b. The student will be able to write an essay describing the structure and organization of the state government of California.

c. When presented with five organizational descriptions of state governments, the student will select the one that most accurately describes the organization of California's state government.

Try re-writing objective number 4 using observable performance objectives.

RECAPITULATION OF STEP-BY-STEP PROCEDURE FOR THE TUTOR USING PERFORMANCE OBJECTIVES:

1. Determine the area of need---skill to be learned, material to be learned, behavior to be changed.
2. State as clearly as possible what the student will be able to do (performance objective) after tutoring on that specific objective.
3. Teach. Select the activities and materials to provide help, arrange for necessary experiences that will aid the student in attaining the objective.
4. "Test"---provide the student with the opportunity to demonstrate the attainment of the objective.
5. Recommendation if objective not achieved.

The "key" to the use of performance objectives: The tutor will focus on what the student will be able to do after tutoring not what the tutor is going to do to the student!

ROLE-PLAY

Adapted from Roleplaying
by L. Gerald Buchan

Essential in role-play is a "Warm-Up" process. Most persons feel ill-at-ease in a new situation. It is up to the instructor to make their environment comfortable. He/she can do this by participating in group activities, by socializing, or by discussing feelings.

Here are some techniques that are used in roleplay:

I. Role reversal - when people exchange roles for the purposes of dramatization, or when actors in a drama switch roles--gives student opportunity to see another person's point of view.

II. Mirror Technique - director takes place of original player so the actor sees himself as he is. Use with caution.

III. Role-Training - set up specific situations to deal with. For example: 1) Crossing street 2) People making fun of a person because of race 3) Teasing.

IV. Modeling - Teacher models appropriate behavior, student follows.

Steps in Roleplaying:

1. Selecting a role-play situation
2. Warm-up
3. Explaining the general situation
4. Explaining participant roles
5. Explaining audience roles
6. Role-playing
7. Discussion and Evaluation
8. Re-enactment

TEACHING READING* TO ADULTS

by

Alice Roelofs Kreps

So, we're going to teach adults to read! What exactly does this mean? Are the adults going to learn how to read Tolstoy in three easy lessons? Are they going to be able to comprehend a textbook in Physics? Are they going to reach all of the goals and aspirations you have for them? Well, perhaps they will accomplish all of this. But I think we have missed the questions that need to be asked for a successful approach to teaching an adult to read.

What are the student's motivations for wishing to acquire the skill of reading?
What are the student's interests?
What is he like?
What is his experience with this world?
How can we facilitate the acquisition of skills the student wants?

I would like to begin to look at reading: its implications and its possibilities.

I. What is Reading?

Reading is not a subject to be studied. Reading does not have content. Subjects like Geography, History or English literature are a contained body of knowledge. The teacher can choose to expose the student to its entirety or to part of the subject matter. Whereas, reading has no beginning, middle or end. It is a skill which must be

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developed. Retention is of supreme importance in the acquisition of a skill. In the study of a subject retention is of little importance.

In essence, reading is a search for meaning from the printed symbol. It is silent and reflective. It is only used if a person finds it of importance in his world. Some cultures find reading of little import while others could not survive without the printed symbol. Therefore, when one looks at the reader, he must take into account his background, needs and desires. Only then will he understand the purpose or motivation for wanting to gain the skill of reading.

II. Strategies for Teaching Reading

When one takes on the task of "teaching" reading, he/she should keep in mind the idea that each lesson should contain a beginning, a middle and an end. Also, one should make the lesson a successful venture, geared toward the needs of the individual student. The student should be told at the beginning of class what he/she hopefully will learn during the class period. He/she should then be reminded during class that he/she is learning a specific objective and at the end of class he/should be able to tell the teacher what was learned.

In each reading lesson there should be three stages: readiness, application, and mastery. A skill needs to be approached in a methodical way in order to enforce positive retention and behaviors. Here is a list of the three stages and elements thereof.

A. Readiness:
   1) assessment of student's background
   2) explanation of upcoming lesson
   3) ask the student what he/she knows about the subject already
   4) give the student a cognitive map

5) develop concept

6) develop vocabulary

Dr. John Sherk says, "The person who takes the most to the printed page, gets the most from it." (Saturday, January 14, 1978)

B. Application Phase

1) silent reading - student is alone to read

2) teacher asks questions before and after reading time

3) reading is a conversation between self and author

4) practice

C. Mastery Phase

1) comprehension is the only criteria for reading

2) ask questions for

a) facts

b) inferences

3) oral re-reading as an indicator of success

III. Techniques for Special Reading Problems

In reading several aspects of a person must be taken into account. These are intelligence, visual acuity (ability to see the printed page), visual perception (ability to see symbols in certain orders), audial acuity (ability to distinguish types of sounds), audial perceptions (what one hears), motor, tactile, kinesthetic, word attack, self-esteem and experience. When one sees the need to use all of these in the reading process, he/she is beginning to understand the reading process.

The following are some games, techniques or approaches for working on the skills of reading.

A. Self-Esteem and Experience

Probably the crucial part of any learning situation is how the student sees himself. In working with developmentally disabled adults, with children, with English as a Second Language students, I found that many things influence self-esteem. The culture from which a person draws his experience, the way other members of society label him/her, the attitude of the home toward the student's efforts all are important to the student's self-worth. The teacher should make an effort to be positive about differences and yet realistic. What are the boundaries of our society? What is tolerated as divergent instead of deviant? How can one use labels to his/her own benefit?

With these questions in mind the teacher should gear materials to the student's needs to enable him/her to better cope with his/her environment. The teacher needs to be aware that his/her reality or world is not necessarily the same world that the student greets each day.

Materials should be built on student's strengths while slowly shoring up weak areas. If the student is non-verbal perhaps writing or drawing should be emphasized. If the student is verbal one could employ drama, tapes, etc. to show the skills needed. The same sensitivities to adapting materials to include student's strengths should be made for sighted, non-sighted, deaf, physically handicapped, culturally varied, and any other difference.

The student is also a teacher. He/she should be called upon to share his/her experiences and further enhance classes.

B. Motor, Tactile, Kinesthetic

These three areas include such things as eye-hand coordination, some reversals and tracking left to right. Some techniques for these problems can be simple games done with much repetition.

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Here are some examples:

1) shaking hands
2) playing ball
3) sequence puzzles
4) graph paper
5) tracing (use different textures)
6) tracking
7) copying
8) geometric shapes
9) concentration
10) verbal recall
11) drawing pictures
12) dot-to-dot

C. Visual Acuity and Perception

If acuity is the problem, then one must use a doctor to help diagnose and accomodate for the problem. If the visual acuity problem can be alleviated, then one can investigate the visual perceptions of the students.

Some ways to approach problem with visual perceptions are listed below.

1. A large solid card which has an oblong slit cut in it so that only a certain amount of words show through. The slit should be outlined with a magic marker.

2. Visual perception sheet. Example: from

I come from form Syracuse. Read sentence and circle the word best suited.

3. Model word discrimination

from choose the model word and circle the model word in each sentence.

form frame from farm

firm from form fren

4. Fill in the blank.

f r _ m   _ r o m   f r o _

5. In the line of letters find the word from and circle it.

d t p f u n r q s o m b c

6. Unscramble the following words.

fmro, paly, olve

7. Rearrange whole sentences or phrases.

8. Recognition of colors, sizes, shapes.

D. Audial Acuity and Perception

When one learns to listen, discriminate and feedback oral messages, he/she is developing skills needed to begin to read and communicate. If audial acuity is acceptable, then audial perception problems can be worked on. If audial acuity is severely impaired, then other aspects of the skills of reading should be strengthened.

Some techniques for approaching audial perception problems follow.

1. Give simple oral directions (one at a time).

2. Some letters that indicate difficulties are

f, h, p, sh, ch

b, d, g, r, l

3. Listening comprehension tools: read stories, use tapes, ask questions.

4. Use TV, news sessions, movies for recall and retention techniques.

5. Tell me the word in the following list of words that begin

with the same sound as the word "milk".

aloud, astronaut, mountain, bicycle

daily, monster, noon, feed

6. Find the word that has a different beginning sound.

paper, pair, tender, past

7. Find a different ending sound and circle it.

drop, mop, [✓ flap], stop

E. Word Attack

At this point, I'd like to list some word attack skills. This will give some idea of word attacks and when they should be introduced. For a more thorough explanation of levels see Barbe Reading Skills Check List.

1. Readiness: name, names of letters, names of numbers, match numbers and letters, associates pictures to words.

2. First Grade: recognizes capital and small letters at beginnings of words, recognizes around 150 words, initial consonants, consonant blends, knows endings.

3. Second Grade: Dolch's Basic Sight 220, synonyms, contractions, opposites, multiple meanings, homonyms, phonics, roots, etc.

4. Third Grade: prefixes, suffixes, compound words, descriptive words, syllabication, beginning use of dictionary.

5. Fourth Grade: syllables, accent clues, dictionary skills, meaning from context.

6. Fifth Grade: content vocabulary, glossary, dictionary, contact.

7. Sixth Grade: multiple meanings, words and feelings, rhythms, drawing conclusions, facts, inferences, resources.

F. Intelligence

Intelligence takes many forms. It can be intuitive or logical. It can be orderly and patterned or it can be creative and random. Remembering this broadens the ability to perceive all people as having intelligence and therefore able to comprehend much in a myriad of ways. Perhaps the crux of working with people who are handicapped is to remember that they have as much to bring to the learning situation as the teacher.

IV. Quick De-Code System of Teaching Reading (Dr. John Sherk, Laubach, Kreps, etc.)

Here is a quick list of steps to keep in mind while teaching reading.

A. Letters of Alphabet

B. Consonants, blends in initial position, left to right readings, connect sounds with symbols

C. Phonograms, word families, letter clusters (sound units connected directly with symbol)

D. Common endings (ing, s, 's, ed, er)

Level 3.0

E. Sight words (motor, engine, father)

Level 4.0

F. Structural parts (prefixes, suffixes, roots)

G. Glossary

H. Dictionary

V. Materials to Keep on Hand for Classes

Every teacher needs to keep as many materials on hand as possible

Here are some hints:

- Picture Files
- Play Phones
- Telephone Books
- Newspapers
- Bus Schedules
- Maps
- Grocery Ads
- Tapes
- Games
- Idea File
- Pencils
- Chalk
- List of activities for each objective
- Experiential activities
- A good night's rest
- Flexibility
- A sense of humor

CLASSROOM MANAGEMENT

by Alice Roelofs Kreps

Many times educators of educators teach their students that if they provide enough activities, in a certain kind of atmosphere, there will be no difficulties in classroom management. It is true that activities and atmosphere tend to minimize behavioral problems in a classroom. Nonetheless, the teacher/educator needs to be prepared for the inevitable problems or conflicts that may arise due to a variety of circumstances.

There are two major ways to control human behavior: intrinsically or extrinsically. Intrinsic controls begin at an early age shaping a student's cognitive world through cultural belief systems. An extrinsic control is done through punishment and rewards of a person's acts.

Parents achieve control of their children by supplying them with a certain amount of data that is given as the "truth" or the "way". Children are then exposed to a limited amount of sensory input. They develop their belief structure from an eclectic selection of data that their parents were taught were worthwhile.

A teacher can influence and gain control of a student's behavior by looking at the student's belief system and by supplying that system with substance or facts. If the teacher's data is out of alignment with the student's world, conflict arises. If the teacher can introduce new data in a non-threatening way, conflict/crisis is minimized. An example of a conflict due to teacher-student belief differences might be a middle-income teacher teaching a section on clothes buying to a lower-income student. Though the data presented by the teacher is "true" in the teacher's world: "If it costs a little more, it will last longer," the reality of the student may be "I never have any money for clothes and so I won't listen to him/her any more."

There are several vehicles in each culture for control of behavior. Some of them need to be remembered in classroom management. Fear of rejection is a control often used by teachers. ("If you don't behave in this manner, I will not like you.") Limiting opportunity is another control ("If you behave this way, then you won't be able to go to this school.") Peer pressure enables the teacher to keep control ("If you don't do what we want, we won't let you in our lives."). Giving a student rewards is a control mechanism ("You will get $10.00 if you get all A's on your report card."). A final kind of control that can have impact on entire cultures is that of the language used by the culture and the subsequent myths that develop from that language ("Retardates are sub-normal."). This last form of control is the most difficult to combat or change, but when accomplished is the most assured form.

In controlling behavior a few points need to be remembered:

1) You are biased and controlled by your past. Your beliefs may differ greatly from your students'. You must be the compromise agent.
2) Analyze your need for control. From where does it originate? Is the situation grave enough to warrant control mechanisms?

3) Knowing control techniques is invaluable. A teacher needs to individualize his approach to control. He/she needs to be sensitive to his/her students.

In controlling or managing a class another reflection could be made: A teacher needs to refresh him/herself and enjoy his/her job. Laughter and caring is contagious and a relief from tension. Enjoy your choice of being a teacher.

HOW TO USE THE COLLEGE FOR LIVING STUDENT AND CLASS EVALUATION FORMS

-by Jan Black

1) Use the form which matches a Program Objective and Class. Title with the course you are teaching. The sample form pertains to courses which increase body awareness and personal care skills. Except for varying Program Objectives and Class Titles, the Student and Class Evaluation Forms are identical. Use form for each student in your class.

2) Complete top information: name of student, teachers, semester/quarter and year.

3) Week 1, do the following:

   a. Meet with individual students to determine each one's Specific Learning Goal for the course. Be careful to determine a relevant goal which could feasibly be attained in twelve weeks, but don't begin with a goal which the student can already master independently. Type or print the Specific Learning Goal in the Content Area section so that the student can read it. Word the goal in the form of an instructional objective (see Alice Roelofs Kreps' article in this packet).
   b. Write each student's Current Status Description (week 1) in relation to his/her Specific Learning Goal.
   c. Read the Functioning Level Code. Pick the number rating between 5 and 1 which best equals the Current Status Description for the student. Circle the appropriate number in the section provided for Week 1.
   d. Write additional relevant information if necessary in the Problem Clarification and Relevant Information section. Interfering outside factors, student strengths, and suggestions for the future could be noted.
   e. Plot Graph of Progress. This will help the student see what he/she is accomplishing in College for Living.
   f. Using the form letters provided, send each person's specific learning goal to his/her Parent, Counselor, or Advocate by means of the student, so that class learning can be reinforced throughout the week.

4) Week 6 (mid-term review). Meet with individual students to examine progress toward attaining Specific Learning Goal set during week 1. Follow the same procedure as in 3) b., c., d., and e. above in the spaces provided for Week 6.

5) Week 12 (final review). Meet with individual students for final determination of progress. Again, the procedure is the same as in 3) b., c., d., and e.; use the spaces provided for Week 12.

6) Turn the completed forms in to the College for Living office. A student copy will be xeroxed for presentation at the Recognition Ceremony and originals kept in the office's individual student files.

(SAMPLE)

STUDENT AND CLASS EVALUATION

Metro College for Living

Student: James Bond

Teachers: Joanne Woodward

Michael Murphy

Semester and Year: Spring 1978

Class Title:
A. Sexuality I, II____
B. Keeping Healthy____
(Lookin' Good)
[✓ C.] Wardrobe [✓ I], II ✓
D. Yoga____
E. Dance____
F. Physical Education____

Objective 5: To increase body awareness and Personal care skills

Review Dates: Weeks 6 and 12

Content Area (Specific Learning Goal):
Given a set of 10 pictures of people dressed in seasonal clothing, the student will identify 8 or more pictures by correct season.

Functioning Level Code:
1= Understands or Does Independently
2= Needs Little Assistance
3= Needs Much Assistance
4= Beginning Ability
5= Cannot Do or Understand at All

Beginning Status Description (Week 1):
In the pre-test, Jim could not identify clothing for any of the four seasons.

Function Level: 1 2 3 4 [✓ 5]

Review Status Description (Week 6):
When shown pictures of winter and summer clothing, Jim can separate them correctly. Still can't do spring and fall.

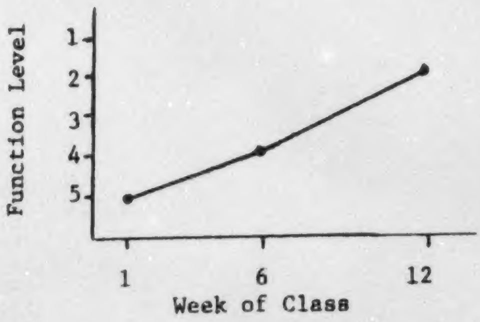
Function Level: 1 2 3 [✓ 4] 5

Final Review Status Description (Week 12):
Given a set of 10 pictures, Jim identified 7 correctly according to season. However, he needed assistance on 1 spring picture and 2 fall pictures.

Function Level: 1 [✓ 2] 3 4 5

Problem Clarification and Relevant Information:
Week 1: Jim's favorite color is red, so he picked red clothing regardless of season the first night.
Week 12: We recommend that Jim take another wardrobe class as soon as possible to firm up what he has learned so far.
Jim is eager to learn and a wonderful influence on the rest of the class!

Graph of Progress



COLLEGE FOR LIVING
east campus

Metropolitan State College 1006 11th Street Box 92 Denver, Colorado 80204 303-629-2917

Dear Parent, Counselor or Advocate:

We want to share with you the specific learning goal for

____
(Student Name)

in the ____________________________________ class of the College for Living. Hopefully this will enable us to work together and better support the student's learning. Thank you for helping!

Specific Learning Goal:

Sincerely,

Volunteer Teacher

A Community Service Program

Supported by the Office of Education (HEW), Washington, D.C.

TIPS FOR TEACHERS

1. Teachers cannot teach until the students are seen as real and human.

Comment: Do not think of your students as retarded children. Rather look at them as adult learners with potential.

2. Teachers must first teach students, not content.

Comment: Often, when we prepare lesson plans, we tend to follow those plans regardless of student needs. The goal of each class is not to teach a large quantity of material, but to insure student learning. If this means covering only a small amount of information, that is fine. Student needs are paramount.

3. Teachers must set priorities on practical, beneficial and useful content.

Comment: Make the material pertain to the student's life. If your examples do not have meaning to them, the examples are worthless. Learning by doing, especially using concrete objects rather than symbolic abstraction will help to insure success. This is the reason we advocate individualized instruction. This insures that each student will receive instruction based upon his experience rather than on the group experience.

GENERAL TEACHING STRATEGIES

1. Present material from the simple to the difficult.

   Comment: This relieves the student of anxiety and confusion and makes learning orderly. Tasks should remain uncomplicated.

2. Present concepts in sequence (task analysis).

   Comment: Break down each concept into subcomponents. Have the students work on the subunits in order until mastery is achieved in each. When all the subparts are worked through and understood, the student will have achieved mastery of the entire concept. For example, freedom (an abstract) can be explained by using this type of technique.

3. Enhance positive transfer through successful experiences.

   Comment: Set-teach student to succeed. If the student is given this opportunity, he will begin to trust and rely upon his own abilities rather than on other "crutches." (i.e. teacher, peers, parents, etc.)

4. Reward correct responses.

   Comment: All too often, we forget to reward correct answers and pay attention only to inappropriate responses. Pay attention to the right answer.

5. Explain commonalities.

   Comment: If you present a concept or idea that can pertain to more than one situation, discuss the common link fully with the students. This helps each student to develop rules and principles.

6. Overlearning must be built into the lesson plans.

   Comment: You will find that the same idea or piece of information will have to be presented many times. Constant repetition will bore the student. However, if you can present that concept in a different way each time, the student will be more likely to transfer the information to his long-term memory and retain it.

7. Performance expectation -- students tend to perform at the level required by the instructor (Johnston & O'Neill, 1973).

   Comment: If you expect the student to behave as an adult, to do his homework and to participate in the class activities, he will probably do so if this is consistently enforced by the teacher.

General Teaching Strategies (continued)

8. Incentive (Premack Principles) -- a low probability activity for a student can be increased in frequency when paired with a high probability activity (Payne, Polloway, Smith and Payne).

   Comment: If a student must complete an activity (low probability behavior) before he can have his break (high probability behavior) there is an increased incentive for completing the activity and the probability of success is increased.

9. Maintain a teacher-student relationship.

   Comment: Becoming friends with your students is beneficial for both groups. However, do not let friendship interfere with your effectiveness as a teacher.

HELPFUL HINTS FOR VOLUNTEER TEACHERS

by

Barbara Roseboom Jackson
Student Intern, MCL

1. Attend all Volunteer Teacher Meetings. This will keep you informed and develop a line of communication between you and the staff.

2. Be on time!

3. If you do not attend class or are delayed, please call the office.

4. Be responsible! You are responsible for the learning experience of several adults.

5. Please stay in class for the entire session. You should be in your classroom when students arrive and leave.

6. Plan ahead for your class. Plan several activities which relate to the objective which you are teaching. Plan more activities than seem necessary. It is better to overplan then underplan.

7. When teaching, appeal to as many of each students' senses as possible, i.e. auditory, visual, tactile, etc.

8. Reinforce students frequently for their accomplishments. Often these accomplishments may appear minute to us as teachers, but are great tasks for our students.

9. Provide students with homework when possible. Often students like to take assignments home. This may help to maintain continuity between class sessions.

10. Encourage students to learn as much as possible. Reinforce them for completing a task and then going on. Discourage leaving an uncompleted task.

11. Report all incidents to the office as soon as possible. This keeps the staff properly informed.

12. Keep paperwork current. Turn papers into the office when they are due. This will make the semester easier on you.

13. Be sensitive to the students' needs. Assess individual needs and relate those needs with the needs of the class.

14. Keep students' goals and objectives consistent with the goals and objectives of your designated class.

15. Be open and honest with your students. They can readily detect phoniness.

16. Allow students to actively participate in their learning process. Experiential learning seems to be the most enjoyable and profitable.

17. Be professional!

18. Always remember learning is a "two way street". You have a great deal of information, experience and emotion to share with your students. Your students also have a lot to offer you. If you are open and allow this sharing to happen, your semester will be truly unique and rewarding.

METHODS OF INSTRUCTION

During the 1960's, an increased concern for educational programs directed toward those people with developmental disabilities became evident in the United States. Historically, attempts to educate the developmentally disabled had focused on fragmented aspects of learning ability. One approach was aimed at curing the disability by training the intellect. It was assumed that any impairment could be driven out of the brain by training thus making intellectual functioning whole again. Another approach was to focus totally on development of personal and social skills and to ignore academic content. It was assumed that the limitations imposed by the disability could not be overcome. The final focus was to teach academic content whether the person needed the information or could assimilate the information at all.[1] Today, the process of instruction of the developmentally disabled combines personal and social skill development into a realistic academic curriculum, thus offering the best of the above approaches.

Methods of instruction cannot be determined until the teacher gathers information on the background of each student. This data should include: Who is the student? What are his prior experiences? What are his needs and desires? What and how has he learned in the past? Where can he go from here? What starting point shall I use in my teaching plan?

The most important factor to be discovered is where instruction is to begin. F. Coit Butler says, "Instruction must always start from where the student is at any particular moment."[2] Diagnostic testing and pre-assessments are helpful in determining the beginning base for each student.

Once "where to begin" has been established, conditions must be set up that will help the learning process take place. Butler maintains that:

> "Certain conditions must exist or must be created in some form, regardless of the kind of learning, the subject matter, the instructional media or method, the style or manner of the instructor, or the range of individual differences among the learners involved. The question is not whether these factors and conditions are important to learning, but, rather when and how to use them to the best advantage."[3]

The learning factors or conditions must be created by the instructor in an attempt to produce an outcome or activity on the part of the student. (See Table 1 for Factor-Condition Chart). For example, we see the factor variation on the factor column. Variation, or determining the individual differences among students, should yield an understanding of the strengths and differences among the student population. Identifying is the outcome on the chart. Motivation (the teacher providing the incentive to learn) should produce attending behavior from the student.

Once the teacher has determined the launch point and has created optimal conditions, he can begin to determine his method of instruction. Instruction is defined by Webster's New World Dictionary as "knowledge, information, etc., given or taught." There are as many methods of instruction as there are teacher's teaching or student's learning. Some, but by no means all, of these methods will be discussed below.

PERSONALIZED SYSTEM OF INSTRUCTION (PSI)

Personalizing education is being recognized as a way to deal with the problems of imbalanced student-teacher ratios and differing ability levels on the part of the students.[4] With the personalized system of instruction, material is presented to the students in small, logical units. The units progress from simple to complex information. Each student moves through the units at his own pace. Lectures are utilized to motivate students and elaborate on difficult concepts. Before a student can progress, he must master the unit satisfactorily. Feedback is immediate.[5]

Personalized instruction techniques could be adapted to all College for Living classes. Feedback can take the form of assessment, group discussion, or individual discussion. Modifications of the technique may be necessary to fit the population being served.

Two variations of the Personalized Systems of Instruction are presented below:

1. Individually Prescribed Instruction (IPI)

This type of instruction emphasizes an assessment of the initial level of knowledge for each student. IPI involves the construction of learning program that is based upon and appropriate for each individual student rather than a group of students.

2. Contingency Management (CM)

Contingency management deals with a broad range of behaviors and is not limited to purely academic processes. This plan would be used in classes where behavioral and social problems are of equal importance and degree to the learning activities. CM involves a contractual arrangement between the teacher and student based upon which behaviors are to be improved as well as which learning skills are to be accomplished.

GUIDED GROUP PROBLEM-SOLVING: THE PURDUE THREE-STAGE MODEL OF INSTRUCTION

Research has disclosed that even though many individuals perform adequately in academic areas, they do not perform well when applying their knowledge to solving problems. The Group Problem-Solving Model is designed to help students to learn basic concepts, theories and principles of problem-solving methods.

This model is broken into three parts. Stage 1 helps the students to master basic concepts and theories and to become self-directed learners. Stage 2 is Guided Design. This step is devised to aid in problem-solving and decision-making techniques.

The problem-solving model used in Stage 2 is made up of five parts. These include identification of the problem, a list of the facts pertaining to the problem, constrains, possible solutions, evaluation of the possible solutions, and development of an action plan.

The final stage of the model is the application of knowledge to a realistic problem.[6] This technique may be especially useful for the Occupational Area classes.

INDIVIDUALIZED INSTRUCTION

One of the most popular methods of instruction is individualized instruction. Heathers says, "Individualized instruction consists of any steps taken in planning and conducting programs of studies and lessons that suit them (the programs) to the individual student's learning needs, learning readiness, and learner characteristics or learning style."[7] To facilitate the discussion on this method of instruction, the universal concepts of individualized instruction will be presented.

Research has supported the use of this method of instruction with the following facts. Nawaz maintains that:

1. Students learn through various perceptual structures at different rates.

2. The complexity of society necessitates that students learn on their own.

3. Learning takes place on an individualized plane.

4. Learning is an active process that must involve participation for maximum effect.

5. Each individual needs to develop qualities of individuality in order to cope with the complexities, uncertainities and contradictions of mass society.[8]

Heathers states additionally:

1. Students can work on different tasks toward different goals at any level.

2. Students can work on a task using different materials in different settings toward a common goal.

3. Different students can be assigned to different teachers to produce effective student/teacher relationships.

4. Different students can be allowed different amounts of time as needed to complete a learning task.[9]

Thus, research shows that individualized instruction seems well suited to a population with diverse needs and abilities. This method takes into account each student's needs in terms of tasks that are at the ability level of the student, appropriate learning behavior and effective environment to optimize student accomplishments and the appropriate teaching actions that will increase efficient and effective learning.[10]

The role of the teacher is important in individualized instruction because this method requires general checks of where to begin teaching and also requires constant observation to build correction and precision into the ongoing learning effort.[11] Heathers has put forth the following teacher's model for individualizing instruction:

1. The teacher must determine what learning tasks the student needs to master.

2. The teacher must assess the extent to which the student has mastered the task.

3. The teacher must diagnose the student in terms of learning readiness and style in order to determine how the student can best learn.

4. The teacher must decide on a lesson plan.

5. The teacher must provide the student with help as needed.

6. The teacher must assess the student's performance to determine whether mastery has been reached.[12]

According to Nawaz, the teacher must assume the role of diagnostician to determine the strengths and weaknesses of the student; a social engineer to encourage communication and interaction; a facilitator of learning to identify sources of learning and to help the student to acheive; and a program designer to conduct a search for motivation techniques and learning activities.[13]

Even though individualized instruction is designed to facilitate student involvement in the process of learning, the teacher must create and maintain the experience. Nawaz has listed five steps that are included in the process of individualizing instruction. They are:

1. Establish the instructional objectives.
2. Determine what criteria will indicate performance.
3. Suggest learning activities.
4. Design an evaluative tool.
5. Devise a system to record the progress of each individual.[14]

College for Living has provided some of the above steps in the formalized curriculum plan.

Block has set forth several guidelines to assist teachers in effective individualization of the classroom.

1. It is useful to use instruction as a process for providing each student with effective learning skills. Accumulation of learning skills is as important as accumulation of factual knowledge.

2. Classroom instruction does not need to be individual-based all of the time. Group activities are a part of individualized instruction.

3. When a teacher finds that a student is not making sufficient progress toward mastery of a concept, supplemental instruction can be provided immediately to avoid the student's confusion.

4. Strive for what "can be" in the classroom. Work toward the ideal goals and techniques.[15]

As the research has shown, individualized instruction is well-suited for diverse populations because of the system's flexibility. This method of instruction increases student autonomy and independence. However, it does require more responsibility on the part of the teacher and is more time-consuming than traditional methods. The teacher must plan carefully to the best possible conditions for optimal learning. This method of instruction can include social and behavioral skills as well as academic skills within it's structure.

OPTIONAL LEARNING

Thomas has said that the process of learning depends (to some extent) upon attitudes which exist in the personal relationship between the teacher and the student.[16] Optional learning strives to improve this relationship.

The basis of optional learning is student involvement. Students are included in curriculum development, outlining class goals, in lesson planning, and in selection of materials and resources. To accomplish optional learning, the teacher must invite and accept student input at every class meeting. The students must be treated as equal to the teacher and as capable of well-thought decisions.

This method of instruction requires teaching by example.[17] Teaching by example invites student responsibility for classroom management; develops the capacity to make appropriate decisions for a given situation; increases social skills; and creates classroom unity. This method of instruction is especially appropriate in the education of adults.

This paper has endeavored to present some methods of instruction.* Each teacher must decide what method or what modifications of the methods will work the best for his population. Combinations of several methods may produce the best results.

Instruction is important to learning. Classroom conditions and attitudes will have serious impact on the process of learning. By carefully planning methods of instruction, optimal learning experiences can take place.

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* See also: Morrissey and Semmel. "Instructional Models for the Learning Disabled." Theory into Practice. Vol. 14 No. 2. April 1975. pp. 110-122.

TABLE I

FACTOR-OUTCOME CHART

Factor-Condition (Instructor)		Outcome-Activity (Student)
Variation (individual differences)	------------>	Identifying (knowing strengths and deficiencies)
Motivation (incentive to learn)	------------>	Attending (focusing attention)
Organization (sequence and pattern)	------------>	Structuring (relating new knowledge)
Participation (learner involvement)	------------>	Applying (trying out new knowledge)
Confirmation (selective feedback)	--------------->	Verifying (validating new knowledge)
Repetition (practice exercises)	--------------->	Reinforcing (refining and consolidating)
Generalization (broadening experiences)	---------->	Transferring (applying to new situations)

Footnotes

1. Carl Haywood. "A Cognitive Approach to the Education of Retarded Children." Peabody Journal of Education. Vol. 54 No. 2. January 1977. p. 110.

2. F. Coit Butler. "The Major Factors that Affect Learning: A Cognitive Process Mode l." Educational Technology. Vol. 17 No. 7. July 1977. p. 5.

3. F. Coit Butler. p. 5.

4. Robert and Rebecca Ruskin. "Personalized Instruction and It's Relation to Other Instructional Systems." Educational Technology. September 1977. p. 5.

5. See also: Worner and Bono. "The Application of PSI to a Second Grade Classroom, or, The Lone Arranger Rides Again." Educational Technology. Vol. 17 No. 9. September 1977. pp. 20-24.

6. Ames, Linden, and Feldhusen. "Guided Group Problem - Solving in a Purdue Three - Stage Model of Instruction." Educational Technology. Vol. 17 No. 8. August 1977. pp. 13-15.

7. Glen Heathers. "A Working Definition of Individualized Instruction." Educational Leadership. Vol. 34 No. 5. February 1977. p. 342.

8. Nawaz and Tanveer. "Individualizing Instruction: The Promise, Requisites and Alternatives." Educational Technology. September 1977. p. 22.

9. Glen Heathers. "A Working Definition of Individualized Instruction." Educational Leadership. Vol. 34 No. 5. February 1977. pp. 343-344.

10. Madeline Hunter. "A Tri-Dimensional Approach to Individualization." Educational Leadership. Vol. 34 No. 5. February 1977. p. 352.

11. Madeline Hunter. p. 353.

12. Glen Heathers. "A Working Definition of Individualized Instruction." Educational Leadership. Vol. 34 No. 5. February 1977. p. 334.

13. Nawaz and Tanveer. "Individualizing Insturction: The Promise, Requisites, and Alternatives." Educational Technology. September 1977. p. 24.

14. Nawaz and Tanveer. p. 25.

15. James Block. "Individualized Instruction: A Mastery Learning Perspective." Educational Leadership. Vol. 34 No. 5. February 1977. pp. 337-341.

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Footnotes (continued)

16. John Thomas. "Options for Learning: A Process for Accomodating Individual Differences." Educational Leadership. Vol. 34 No. 5. p. 346.

17. John Thomas. p. 348.

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Hunter, Madeline. "A Tri-Dimensional Approach to Individualization." *Educational Leadership*. Vol. 34 No. 5, February 1977. pp. 351-355.

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Ruskin and Ruskin. "Personalized Instruction and It's Relation to Other Instructional Systems." *Educational Technology*. September 1977. pp. 5-11.

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TAKING CARE OF YOU, THE VOLUNTEER

THRIVING AS A VOLUNTEER

Helping other persons pattern their lives in a healthy manner takes a lot of time and energy for any volunteer. It is rewarding to see growth in a client. Innovative ideas for teaching may spring into one's mind in the middle of a dream, the grocery store checkout line or a billion other places. What has to be kept in the forefront of concern, though, is that person who needs special tender loving care. I'm talking about you, the volunteer.

Most persons teaching in the College for Living program are attracted by its flexibility. We provide program information, a training workshop, and guidelines. Then we allow our volunteers to present their ideas to students in whatever style is most comfortable to them. We try to provide periodic group support through teachers' meetings. In addition, individual attention is readily available when needed. Volunteers maintain high spirits best when they take advantage of this support system and even take a break for a semester occasionally to revitalize. We want you to regard your volunteer work as pleasurable and rewarding.

When I asked Ivan Minch how he had taken care of himself when working as a volunteer, his immediate reaction was to give me a sheet of paper which listed "Six Steps to Avoid Depression". They are:

1. Get enough sleep each night. What is your optimal amount?
2. Eat regularly. This helps prevent low blood sugar.
3. Get some strenuous exercise every day. This will relieve tension.
4. Spend some time alone each day. Between 1 - 1½ hours is recommended.
5. Do something for yourself each day. What is it that would brighten your day a little?
6. Do something social each day. This counterbalances and will keep you from feelings of isolation.

Ivan recommended many other valuable thoughts to keep in mind. First of all, leave personal problems at home. This is necessary for on-the-job objectivity. People who must deal with crisis situations tend to over-react when frustrated by personal troubles, thus compounding the problem instead of helping to alleviate a crisis.

Breaks are crucial on this as on any job. It's amazing how you can restore your energy and enthusiams by doing this.

It is more than likely that you will need to unwind after teaching a class. People differ in methods and time required for this process. Consider a physical activity: jogging, swimming or yoga, perhaps. Visit a close friend. See a movie, play, or other cultural event. Pursue a craft or hobby like macramé, photography or needlework. In an hour or so the tension will fade and relaxation can take over.

Ivan's final pointer was to talk about subjects other than volunteer work whenever possible. A little bit of "shop talk" can relieve frustration and invite meaningful feedback. If one can pursue many other interests and a wide range of experiences off the job, the result will be depth of character and a more positive, fresh approach to work.

My second resource person, Steve Baudoin, is a veteran helper. He pointed out that things seemed a lot harder when he first started out than they do now that he is used to everything. Steve discovered, "I am no different from any other person." Steve emphasized the importance of going there to "get away from it all" every once in a while. He prefers to use his free time bowling or doing a non-strenuous activity to unwind. Steve believes in ongoing care measures for oneself. That way your nerves won't be shot and you can enjoy what you are doing.

There are rare moments when a volunteer finds it is not enough to do only what seems "humanly possible"; rather it is necessary to stretch beyond one's previous limits. If this happens more than once, discuss the situation with students and co-teachers to reach a mutual satisfactory solution.

A volunteer can feel that the job is fun, exciting, and rewarding in many ways. At times it is tough, requiring organization, discipline, and good old common sense. Sharing ideas, problems and successes with other volunteers periodically makes the job easier. Remember to take time to pursue other personal interests. Finally, share your sense of humor, laughter and understanding with those people you care so much about!

--Jan Black
Metro College for Living

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DEFINITIONS OF ASSERTIVE BEHAVIOR

1. Behavior which enables a person to act in his own best interests, to stand up for himself without undue anxiety, to express his honest feelings comfortably, or to exercise his own rights without denying the rights of others. (Your Perfect Right)

2. Behavior which emphasizes the adequate expression of feelings as "emotional freedom." This concept includes feelings of "empathy and compassion, admiration and appreciation, curiosity and interest, as well as anger, pain, remorse, scepticism, fear, and sadness." (Lazarus)

3. Assertiveness is "the ability to master social interactions in a satisfactory and acceptable way." This includes:

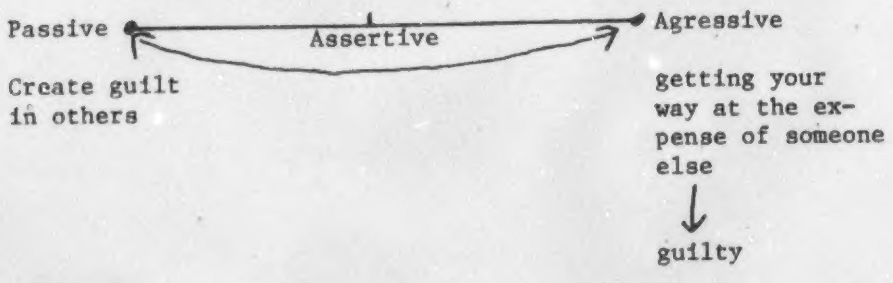
   a) The social skills to obtain and reinforce the cooperation of others.

   b) The ability to clearly verbalize one's feelings and expectations.

   c) The ability to stand up for oneself. (Kunze)

4. Assertion: The act of asserting or declaring. A declaration stated positively but with no support or attempt at proof. (American Heritage Dictionary)

5. The verbal expression of all feelings.



REASON AND EMOTION IN PSYCHOTHERAPY

Irrational Idea No. 1: The idea that it is a dire necessity for an adult human being to be loved or approved of by virtually every significant other person in his community.

Irrational Idea No. 2: The idea that one should be thoroughly competent, adequate, and achieving in all possible respects if one is to consider oneself worthwhile.

Irrational Idea No. 3: The idea that certain people are bad, wicked, or villainous and that they should be severely blamed and punished for their villainy.

Irrational Idea No. 4: The idea that it is awful and catastrophic when things are not the way one would very much like them to be.

Irrational Idea No. 5: The idea that human unhappiness is externally caused and that people have little or no ability to control their sorrows and disturbances.

Irrational Idea No. 6: The idea that if something is or may be dangerous or fearsome one should be terribly concerned about it and should keep dwelling on the possibility of its occurring.

Irrational Idea No. 7: The idea that it is easier to avoid than to face certain life difficulties and self-responsibilities.

Irrational Idea No. 8: The idea that one should be dependent on others and needs someone stronger than oneself on whom to rely.

Irrational Idea No. 9: The idea that one's past history is an all-important determiner of one's present behavior and that because something once strongly affected one's life, it should indefinitely have a similar effect.

Irrational Idea No. 10: The idea that one should become quite upset over other people's problems and disturbances.

MANAGEMENT SKILLS

By Alice Roelofs Kreps

In order to effectively run a classroom a teacher needs three types of skills: 1) Human, 2) Conceptual and 3) Technical. I shall briefly identify some of the skills needed and perhaps clarify how one could further develop the areas he/she finds lacking in his/her personality or resource profile.

CONCEPTUAL

These skills are developed through workshops, classes, and workbooks. They can be acquired by developing listening skills, verbal skills, and reading skills. Theories that should be known to some degree are Normalization, Socialization, Levels of MR, Learning Disabilities, Other Handicaps affecting MR, Definitions of Developmental Disabilities, Interdependence, Handling Emotional Problems, and other areas directly related to counseling and guidance.

HUMAN

The area of human concerns is certainly necessary to explore if one is a teacher. Some skills that need to be developed are

1) The ability to work with people both in groups and as individuals
2) Flexibility
3) Non-Authoritarian, promoting growth and independence
4) Caring

The teacher needs to be aware of her/himself in relation to others. Strengths and weaknesses should be discussed with openness.

TECHNICAL

Although the human element is essential for a teacher, without technical skills a teacher would be ineffective. Let us explore some of the technical skills needed.

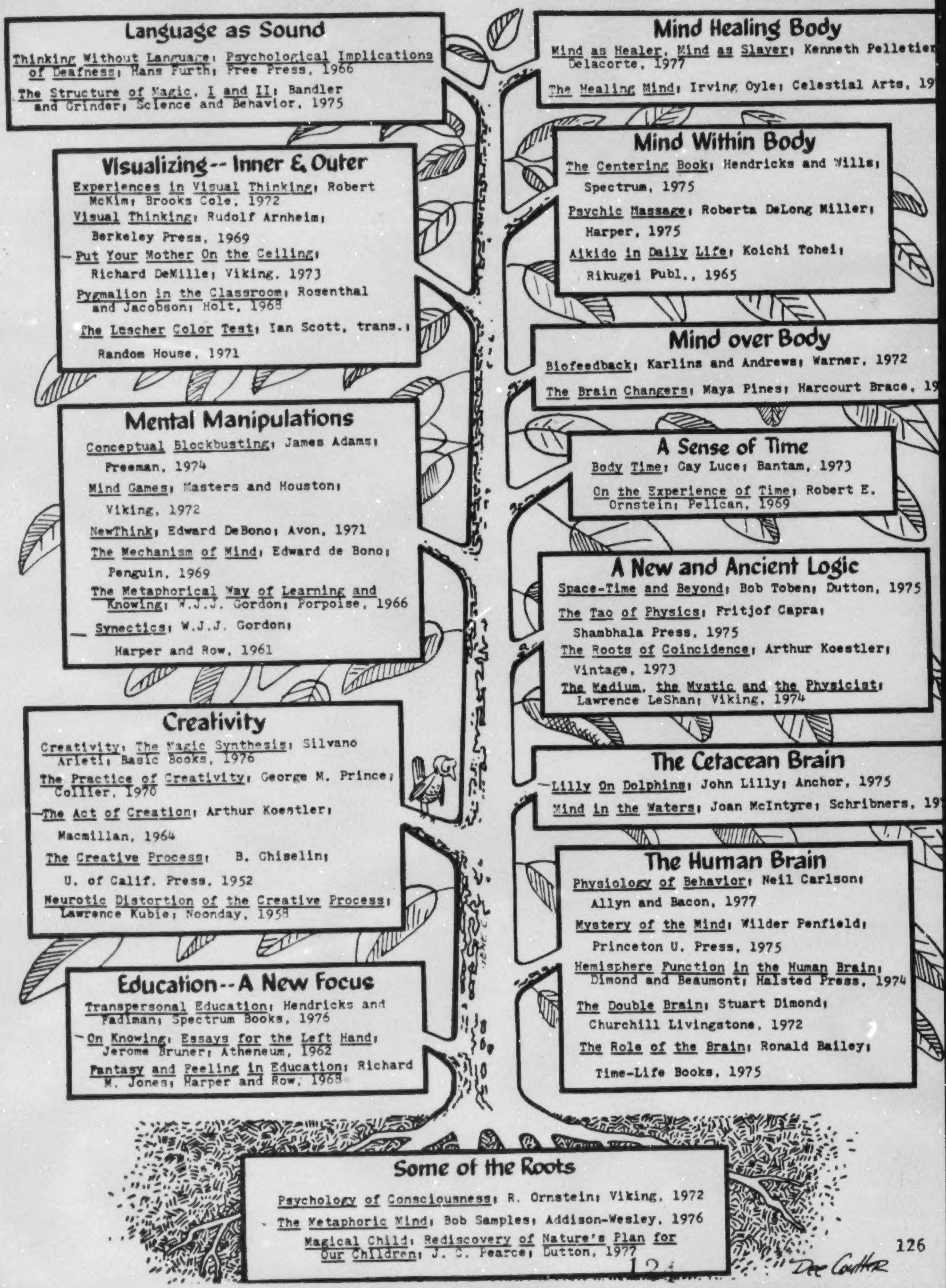
1) Planning is crucial to an element to making your life and the lives of your students more pleasant and less stressful.
2) Organizing - Coherent approach watching of one's time for optimum use. A teacher needs to keep in mind that he/she is special too!
3) Directing and Controlling is the task of a Facilitator, not a doer. Evaluating, assessing are essential. A good teacher delegates and facilitates, managing, not trying to do everything alone.
4) Conflict and Decision Making: Responsible administratively to follow through and help in solving problems. In order to work with students job descriptions and responsibilities must be clearly defined.

Being aware of the skills needed to be a teacher is the beginning. Using those cognitive skills in order to survive and thrive in the stressful atmosphere of a classroom requires constant management of stress, problems, self, others. This can be done with careful attention to priorities and needs.

REFERENCE MATERIALS

FOR

GROWTH, RENEWAL AND CREATIVITY



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